

THE LITERACY INSTRUCTIONAL LEADER: PERCEPTIONS OF THE
IMPORTANCE OF AREAS, RESPONSIBILITY, AND USE OF
LITERACY KNOWLEDGE ELEMENTARY PRINCIPALS NEED
TO LEAD AN EFFECTIVE LITERACY PROGRAM

A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF EDUCATION

BY
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BALL STATE UNIVERSITY

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APPROVAL PAGE

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August 2010

DEDICATION

I dedicate this work, which really has been a dream finally fulfilled, to my family, especially my husband, Bill. When I made the decision to work toward the goal of obtaining a doctorate in education, after a few false starts along the way, you never questioned my decision and became my biggest cheerleader and supporter. Without you by my side I would never have completed this journey and I will be forever grateful. When you completed your doctorate, you said, “This degree is as much yours as mine.” Now I know what you meant and I feel the same way now. I also want to dedicate this to my daughter, Gini, and son, Bill, and their spouses, Scot and Sarah. Watching all of you pursue your dreams in spite of many obstacles has given me the courage to pursue mine. Over the seven years I worked on this degree I lost my mother, father, and mother-in-law and gained six grandchildren. I want to dedicate this work to all of them along with my father-in-law, Bob Thomas. The memories of my parents and in laws and their support are with me at all times. My grandchildren, Siôn, Sophia, Robin, Lily, Corin, and, the newest arrivals, twins, Henry and Evie, just make me smile and want to be the best I can be. In the future I hope you all see me as a good example of someone who followed her dream and made it come true. They say it takes a village to raise a child. I know it takes a strong family and a loving, supportive husband to complete a doctorate.

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CHAPTER 1

INTRODUCTION

Today in the United States literacy is seen as much of a right as free speech. Michael Fullan (2007) claims literacy to be the “key to every student’s future.” Current educational mandates for our K-12 public schools place emphasis on students’ rights and promote student achievement. As the No Child Left Behind Act (NCLB) awaits progression through the reauthorization process, debates continue about which academic standard, individual, state, or national, should be mandated (Carnevale, 2007), how best to measure student progress, what consequences should be assigned to schools and educators based on high or low levels of student achievement, and how to meet time expectations for students to reach proficiency in reading and mathematics (R. Allington, L., 2006; Hoff, 2007). However, there appears to be no argument about every child’s right to learn, or that institutions of learning and educators at all levels of schooling be held accountable in some way for the curricula and instruction that must take place in order to uphold a child’s right to learn.

Every state, in compliance with NCLB guidelines, developed standards for skill acquisition articulated for grades kindergarten through twelve in all major content areas including English/ Language Arts (for purposes of this study Language Arts is also referred to as Literacy). High stakes tests in each state gauge student success in acquiring literacy, math science and social studies skills and knowledge. In order for students to

pass the state test they must be able to read, think, analyze, and write (Volk, 2008), which points to the critical nature of the literacy skills related to all content areas. These high stake test scores are reported to the public on local, state, and national levels pointing to the success or failure of schools in preparing students for the future. Most educators believe that accountability for student achievement tied to school improvement is here to stay.

With the urgency placed on improving student achievement in literacy and math, the most recent (2007) results of National Assessment of Educational Progress (NAEP) have shown significant improvement in the area of math, but only marginal improvement in reading (Cavanagh, 2007b; Dillon, 2007; Toppo, 2007). In addition, there has only been a slight narrowing of the achievement gap between minority and majority students (R. Allington, L., 2006; Dillon, 2007). Allington (2006) states, “The gap between White and minority students and the gap between more and less advantaged students have not narrowed in the past decade.” In the popular press an article by S. Dillon in the *New York Times* (September 26, 2007) reports sobering results: Despite all the attention and focus, reading scores for fourth graders have only increased modestly since NCLB took effect. In addition, Dillon states, “in a dozen states the percentage of students who read at the proficiency level has stayed the same or fallen” (September 26, 2007).

Since 1990, there has been increased emphasis on literacy curricula and research-based instructional practices. Yet, as reported above, the improvement in student achievement as demonstrated by the NAEP has been marginal at best in grades 4,8, and 12 (R. Allington, L., 2006). Experts and researchers (Booth, 2007; Fullan, 2007; W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Tomasetti, Barry W., 2000; Marzano,

2005; J. Murphy, 2004) have also placed heavy emphasis on the critical role principals play in facilitating change leading to school improvement and increased student achievement.

Never has the pressure been so great on educators to put together the necessary programmatic and instructional components needed to support students' acquisition of literacy skills. It is critical for educators, both principals and teachers, to share a common vision of what comprises effective literacy instruction. Booth and Roswell state, "The more evidence there is of teamwork in a school, the more significant the change in literacy standards" (2007 p.15). Other authors pointed to the critical role principals play in developing a culture and community for learning among staff (Boyer, 1983). The Children's Literacy Initiative (CLI) believes "Good principals know how to work together with teachers to develop a sense of shared purpose and recognize the potential of each student" (2001, p.1). Principals need to be committed and enthusiastic in their support of literacy initiatives, as well as continue to build their knowledge and experience base in order to successfully support building-wide reform (Biancarosa and Snow, 2005 p.21).

A "Literacy Principal" supports student achievement through leadership skills, coordinated curriculum, and teachers' best instructional practices (Booth and Roswell, 2007). Participants in a CLI initiative "determined nine critical categories of content knowledge that would be essential to principals for providing successful literacy instructional leadership" (Initiative, 2000). These categories include: School Culture, Craft Leaders, Children's Literature, Instructional Models, Curricula, Options for

organizing time and space, Assessment/Content Standards, Special Interventions, Knowledge, and Research (Initiative, 2000)).

Booth & Roswell (2007) found shared leadership is important for building capacity and climate for “teacher ‘buy in’ and commitment to a literacy project or initiative.” Knowledgeable educators working collaboratively in the area of literacy improve student skills and performance. Similar perceptions on the part of both principals and teachers about the knowledge base needed to support literacy instruction and the use of that knowledge base would appear helpful in implementing improvement initiatives and staff development. What is not clear is how the principal’s lack of literacy knowledge and expertise may affect the support and guidance teachers need to share leadership and effectively improve pedagogical practices.

Several studies (Kolarich, 1991; Mitchell, 2004; E. Murphy, S., 2004; Szabocisk, 2008; Volk, 2008) have reported on principals’ perceptions and attitudes regarding their role in reading instruction. Other studies (P. Hallinger, Bickman, L., & Davis, K., 1996; Szabocisk, 2008) have uncovered teacher perceptions regarding how a strong instructional leader may promote increased student achievement through their influence on the school-wide learning climate. Murphy (2004) recommended further study on how teachers view the principal’s role of instructional leader in relation to literacy. Such information would be useful in forming and supporting literacy teams and other collegial leadership associations, as well as partnerships with parents within school communities to advance literacy skills for students. The current study proposes an investigation comparing the perceptions of two distinct teacher groups, non-permanent teachers and reading curriculum specialists, with the perceptions of elementary principals concerning

the leadership role and knowledge base needed to support an effective literacy instructional program within an elementary school.

STATEMENT OF THE PROBLEM

As instructional leaders, elementary principals may not have the knowledge of curriculum and instructional practices related to literacy, needed to effectively facilitate change within an elementary school leading to improved student achievement. In addition to this, there may be differences between teachers' and principals' perceptions of what the principal's literacy knowledge base should be and how it should be used within the school setting. These differing perceptions may lead to problems in principals and teachers working together on school improvement goals directed towards improving literacy instruction and student achievement.

Principal as Literacy Instructional Leader

As indicated earlier, literacy is seen as the key to student success in all areas. In addition, perceptions of principals may not match perceptions of teachers with regards to what a principal's literacy knowledge base and use of that knowledge should be to adequately support effective literacy curriculum and instruction within a school community. Teachers and principals should present a united front in building the understanding of and use of the school's overall curriculum. Differences between teachers' and principals' common beliefs or understandings may affect the working relationship between the two groups. This would hinder the principal's ability to support and perform his/her responsibilities as instructional leader working to improve literacy curriculum and instruction within the school leading to increased student achievement.

The U.S. Senate Committee on Equal Educational Opportunity (1970) identifies the principal as the single most influential person in a school. Other researchers, including Brookover and Lezotte (1979), and Marzano (2003) point to the leadership of the building principal as a critical component of an effective school. While many leadership experts and researchers agree with the connection between leadership and effective schools, studies showing a direct relationship between leadership and student achievement are not evident (Marzano, 2005). Marzano et al (2005), through their meta-analysis of leadership factors, however, did find a way to translate traits of effective leadership into a plan for current and novice administrators to raise students' achievement.

The Literacy Knowledge Base is Expanding

During the past twenty years, much has been written and researched in the area of best practices for literacy instruction. Reggie Routman (1996) outlined the reading wars taking place over the emphasis of specific skills instruction versus the whole language approach, a more broad based literacy approach emphasizing the teaching of skills within the context of "real" literature. The National Reading Panel Report (2000), through its research, determined that the following components must be a part of early literacy instruction: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Reutzel and Cooter (2004) support the findings of the NRP report and state that in order to become a master teacher of reading you must know and be able to do the following:

1. Understand the role of language as a critical part of children's reading development

2. Assess learner needs to plan appropriate instruction
3. Construct well-organized and print-rich learning environments
4. Use research-based instruction
5. Explicitly teach and model how to apply literacy skills and strategies in every area of study
6. Adapt instruction for learners with special needs
7. Involve the school, family, and community

(Panel, 2000)

Other literacy authors and researchers (R. Allington, L., 2006; Fountas, 1996; Keene, 2007) suggest that there is no one reading program that can meet the needs of all learners. Fountas and Pinnell (1996) stress the importance of using a balanced approach to reading instruction using authentic children's literature to teach literacy skills. In this balanced approach teachers scaffold learning through a Release of Responsibility Teaching Model, which incorporates both large and small group instruction through direct teaching, shared learning, guided, and independent practice. Allington (2006) points to the consideration of the diversity among both teachers and students in schools today necessitates diverse reading curriculum and instructional practices in order to meet students academic needs.

Since the year 2000, beginning with the Report from the National Reading Panel and the onset of NCLB, there has been an even greater emphasis placed on research-based best practice for literacy instruction in schools (R. Allington, L., 2006). Yet, relatively little research has been done on the effect elementary principals' instructional leadership and literacy knowledge base have on schools' instructional program or student

achievement. Studies comparing perceptions of principals and teachers concerning the literacy knowledge base and use of that knowledge to support effective instruction were not found by the researcher.

NCLB and Accountability Factors

Under NCLB, effective literacy instruction is considered critical to a school's success in making Adequately Yearly Progress (AYP). This piece of legislation recognizes the significant role principals play as instructional leaders. Literacy instruction is under the direct supervision of the building principal. Staff development, an important part of NCLB and Indiana's Public Law 221 (P.L.221), is often left to the principal to plan and/or provide, with input and guidance from central office curriculum specialists and/or school staff. The principal, through participation in instructional leadership activities such as observing classroom teaching and learning, evaluating teachers, analyzing assessment data, and facilitating school improvement committees, is also involved in assessing the staff development needs of teachers in all areas including literacy.

The principal's global view of the school and vision for the future facilitates the systemic change needed for school improvement. This global view includes using student data, from both formal and informal assessments, to inform instructional practice and diagnose student needs in all areas, most importantly in the area of literacy. Principals must apply their knowledge base in order to work with their staff on collecting, managing, and interpreting this data.

The principal's literacy knowledge base is crucial because it forms the basis of support for literacy instruction within the school. Many school stakeholders including

teachers have perceptions of the principal as an instructional leader, as well as the knowledge base elementary principals should have in order to effectively support literacy instruction. Matching perceptions between teachers and principals regarding the literacy knowledge base and use of that knowledge by principals would seemingly strengthen the bond of these educators in working toward effective curriculum and instruction leading to improvements in student achievement and success.

PURPOSE OF THE STUDY

The purpose of this study was to discover and compare perceptions of three different groups of elementary educators concerning the importance of the principal's literacy knowledge base, as well as responsibility for and use of this knowledge by principals to adequately support effective research-based literacy instruction. The educators identified to participate in the study included Indiana elementary principals, non-permanent teachers, and literacy curriculum specialists.

SIGNIFICANCE OF THE STUDY

This study was significant because it investigated how the actual literacy knowledge base principals have is related to how they perform their instructional leadership role and meet staff expectations. Previous research by Marzano, Waters, and McNulty (2005) linked the area of instructional leadership of the building principal to improving student performance. However, they did not investigate specifically the principals' instructional leadership, knowledge, and support in the area of literacy. By focusing on the principals' literacy knowledge, it may be possible to link their ability to perform the leadership role in supporting best teaching practices. The link between

research-based literacy knowledge and a principal's leadership in support of literacy instruction may indeed relate closely to student performance in this important curricular area.

RESEARCH QUESTIONS

The research questions addressed in the study were as follows:

1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective literacy instruction?
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal's responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?
3. What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?

DELIMITATIONS

The delimitations of the study include:

1. Non-permanent teachers in either their first or second year of teaching in a school district were invited to participate in the survey and held positions in schools that included grades kindergarten through fourth grade.

2. Literacy curriculum specialists participating in the study had more than two years of classroom teaching experience prior to taking on their specialist responsibilities and held positions in schools that included grades kindergarten through fourth grade.
3. Elementary principals participating in the study held positions in schools that included grades kindergarten through fourth grade.
4. No requirement for years of experience as a building administrator were required for principals participating in the study.
5. Participating subject non-permanent teachers, literacy curriculum specialist, and principals were selected from Indiana public elementary schools which included traditional, academy, and charter schools that had grade configurations that included kindergarten through fourth grade.

DEFINITIONS

For the purposes of this study:

AYP - acronym for Adequate Yearly Progress, which under the No Child Left Behind Act of 2001 (NCLB), is the measure by which public schools are judged as making progress toward reaching the goals set by the legislation (NCLB, 2001)

CLI – Children’s Literacy Initiative – a non-profit organization founded in 1988 dedicated to helping lower-income children begin school ready to learn and continue in school successfully learning to read. This organization provides teacher training on effective literacy instruction, study on effective principles of

literacy leadership, and development of literacy materials for teachers and administrators (Initiative, 2001b).

Literacy is defined as “an individual’s ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society”(Literacy, 2009).

Literacy curriculum specialist (LCS), is a comprehensive term used within this study to define a teacher who has had special training in the area of literacy through either university/college courses or district staff development,. In addition to this, the LCS is a teacher who was assigned either fulltime or halftime responsibilities acting as a literacy resource for teachers and/or may also provide special tutoring for students struggling in the area of literacy. An LCS may have other titles including, reading specialist, curriculum facilitator, literacy coach, reading recovery teacher, and curriculum leader. (Ammerman, 2009)

NCLB – The No Child Left Behind Act of 2001 and implemented during the 2002-2003 school year, is the most recent reauthorization of the federal schools to have 100 percent proficiency among students in math, reading and language arts by 2014. Schools must also meet graduation and attendance standards within the guidelines of the act. “This legislation might be best viewed as an intensification of federal education policy, particularly policy focused on instruction in high-poverty schools (R. Allington, L., 2006).” Currently, there is a movement by the Obama administration to reauthorize this legislation and bring it back under the title of ESEA with revised guidelines for school performance and accreditation (NCLB, 2001).

Non-permanent teacher is the designation given in the state of Indiana for a teacher who is in their first or second year of teaching in a school district.

Teachers in this classification are formally observed four to six times and evaluated two times during the school year by the building administrator/principal. These evaluations determine whether or not the teacher will retain their position in the school district ("Non-permanent Teacher,").

P.L.221 – Public Law 221 is the Indiana school improvement legislation, which mirrors and supports the federal NCLB requirements (Assembly, 1999).

SUMMARY

The principal as a literacy instructional leader was the focus of this study. The research questions addressed the perceived literacy knowledge base and use of that knowledge by elementary principals to adequately support effective research-based literacy instruction in the elementary school. Perceptions of two distinct teachers groups, non-permanent and curriculum specialists, as well as elementary principals were surveyed, not only to see what each groups' perceptions on the topic were, but to study what similarities and differences might exist between the groups.

While many educators would argue that emphasis on literacy instruction has always been a part of schooling, the onset of state (P.L.221) and federal (NCLB) accountability legislation in the past ten years has focused in on student achievement in this area unlike any other time in the history of schools. A plethora of books, articles, workshops, and presentations on research-based literacy practices have been developed to meet what was considered to be an urgent need. However, most of this information is

focused on teachers' skills and knowledge. Recently literacy experts (Booth, 2007; McEwan, 1998; Robb, 2007; Tooms, 2007) have turned their attention to administrators in the form of books, articles, and workshops addressing different areas of the literacy knowledge base and expertise principals need to support the transformational change to improve literacy instruction in elementary schools. While it is helpful to have these resources available, there must be a perceived need for this information and training to motivate principals to take advantage of them. If both teachers and principals perceive a need for the principal to have a defined literacy knowledge base in order to become an effective literacy instructional leader, motivation for principals to acquire this knowledge and skill may be even stronger. An articulated literacy knowledge base may be an unexpected outcome of this study. This could be of value for many principals who have either limited background in elementary education literacy instruction, or have been away from direct instruction in the elementary school classroom for an extended period of time. Elementary principals are busy with many other responsibilities leaving little time to concentrate on any one area for a long period of time. Having an idea of focused, articulated, and research-based literacy knowledge, specifically designed for principals to concentrate on in their professional development or course work, may make the best use of time in supporting their role as a literacy instructional leader.

CHAPTER 2

REVIEW OF THE LITERATURE

INTRODUCTION

Since 1990, there has been increased emphasis on literacy curricula and research-based instructional practices. Literacy is pivotal to acquiring the type of education that is the path to economic and political power (Schmoker, 2006). In addition to this, the development of reading skills is seen as the major foundation for all school-based learning. “Beginning at the end of third grade, students must be prepared to read, think analyze, and write in order to successfully pass the state accountability tests” (Volk, 2008). Without the ability to read, opportunities for academic and occupational success are limited (Lyon, 2003). Yet the improvement in student achievement in the area of language arts/literacy as demonstrated by the National Assessment for Educational Progress (NAEP) has been marginal at best (R. Allington, L., 2006; Cavanagh, 2007a). Some literacy experts (Gaffney, 2005) suggest, while emphasis on high stakes tests has certainly placed more emphasis on instructional accountability, “Over focusing on the bottom line – that is the number on a scale – may distract responsible leaders from attending to the processes that facilitate or interfere with academic achievement” (Gaffney, 2005). Researchers and theorists (Booth, 2007; R. DuFour, and Timothy Berkey, 1995; Lezotte, 1991; Marzano, 2005) have placed heavy emphasis on the

important role of the principal in facilitating change leading to school improvement and increased student achievement. The authors of the book, *School Leadership that Works* (Marzano, 2005) state, "...our meta-analysis indicates that principals can have a profound effect on the achievement of students in their schools (p 25). Never has the pressure been so great on educators to put together the necessary programmatic and instructional components needed to facilitate and support students' acquisition of literacy skills. It is critical for educators, both principals and teachers, to share a common vision of what comprises effective literacy instruction. The principal as instructional leader plays a significant role in this effort. Where teachers and their administrator collaborate and share common understandings about literacy for their students, positive change happens. Booth and Roswell state, "The more evidence there is of teamwork in a school, the more significant the change in literacy standards" (2007 p.15).

ASPIRING PRINCIPALS AND INSTRUCTIONAL LEADERSHIP

Instructional leadership for aspiring principals is imbedded within the Interstate School Leader Licensure Consortium (ISLLC) (Appendix A) and Educational Leadership Constituent Council (ELCC) (Appendix B) standards. These standards are used as a basis for accrediting principal preparation programs. ISSLC/ELCC Standards one through four are often the basis upon which curriculum for education leadership courses on teaching and learning are focused and information found in this literature review relate back to these four standards. Each of these standards include the following focus: 1) promoting a vision of learning, 2) promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing

comprehensive professional growth plans for staff, 3) managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment, and 4) collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Schmoker (2006) reports that studies indicate while many principal preparation programs discuss the topic of instructional leadership, a great deal is merely talk and not focused as to what exactly the principal needs to know or do in order to be an effective instructional leader. Failing to learn what needs to take place in this role of instructional leader, many new administrators simply go out and maintain the status quo without having what it takes to make meaningful change. Principals who may have no background in literacy curriculum and instruction may actually stand in the way of school improvement efforts caused by the lack of knowledge and understanding when it comes to the leadership role principals should play creating a vision and promoting change in a school where literacy is a critical issue in connection in to increasing student achievement and success (Reeves, 2008).

Aspiring principals must be ready to tackle the role of 21st century school leaders, “assuming the responsibility of lead learner, they must be knowledgeable about current curriculum, instruction, and assessment practices, and, when necessary, be willing to actively challenge the status quo” (Green, 2009). The vision of the principal as learning leader, focusing on what is learned more than what is taught, is supported by other leadership experts especially in connection with changing how teachers are supervised and evaluated (R. a. R. M. Dufour, 2009). Aspiring principals need to make a paradigm

shift to take on the responsibilities of the learning leader in order to work with teams of teachers to improve their instructional practices. This shift may be difficult for some aspiring principals since it may be very different from what they experienced as teachers. Schmoker (2006) states that “Administrator preparation programs are in a uniquely powerful position to radically alter current practices and expectations, to positively and powerfully affect how leaders lead and teachers teach in every state or province, district, and school (p.162)” Schmoker(2006) also advocates for more focus in administrator preparation programs with attention to the “power of coherent curriculum,” “focused teamwork,” “sharing cases of successful schools” and “featuring teachers” and practicing administrators telling their stories related to these efforts (p.161).

9. Many resources may be needed to prepare principals for the difficult role they will face as the instructional leader in their school.

THE PRINCIPAL AS INSTRUCTIONAL LEADER

Both business (Collins, 2001) and education researchers (Fullan, 1997; P. Hallinger, Bickman, L., & Davis, K., 1996; Marzano, 2005) share the assertion “Having a first-rate school without first-rate leadership is impossible” (NAESP, 2001). The U.S. Senate Committee on Equal Educational Opportunity (1970) identifies the principal as the single most influential person in a school. Other researchers, Brookover and Lezotte (1973), and Marzano (2003), point to the leadership of the building principal as a critical component of an effective school. In addition to this, other experts in the field of education point to the critical role a principal plays in developing a school culture and professional learning community among staff.

DuFour and Berkey (1995) view the principal as having “the fundamental role to help create conditions which enable a staff to develop so the school can achieve its goals more effectively” (1995 p. 14). DuFour (2002) later also pointed out the importance of the principal’s role as lead learner in developing a professional learning community within the school. In the Carnegie Report on High School Education Boyer (1983) wrote, ” in schools where achievement was high and where there was a clear sense of community, we found, invariably, that the principal made the difference.” Lambert (2003) sees the principal as holding a “special position” when it comes to building leadership capacity in schools because of their special relationship to teachers within the building in focusing on student learning.

Expectations for principals as instructional leaders have shifted over time taking precedence over the managerial expectations of the position. The principal as instructional leader is expected to work collaboratively with teachers and be the lead learner and authority. Also the instructional leader is looked upon as a facilitator or initiator helping to build leadership capacity within other educators, teachers and specialists, within the school in order to sustain meaningful change within the school (Lambert, 2003). Hallinger (2003) provides the most frequently used conceptualization of how the principal influences school instructional culture through the Instructional Management Framework (Fig. 1). This framework proposes three dimensions of the instructional leadership construct including, defining the school’s mission, managing the instructional program, and promoting a positive school-learning climate (P. Hallinger, 2003). Within each of the educational leadership constructs functions of each are delineated within each of the dimensions. While the principal may have some direct

effect on students' learning it appears most often there is an indirect effect through the principal's interaction with those who come in direct contact with students in the instructional setting, "our own belief is that the linkages between principal leadership and students are inextricably tied to the actions of others" (P. Hallinger, Bickman, L., & Davis, K., 1996). For this reason it would appear to be valuable for both principals and teachers to have similar vision, knowledge, and purpose when it comes to student learning.

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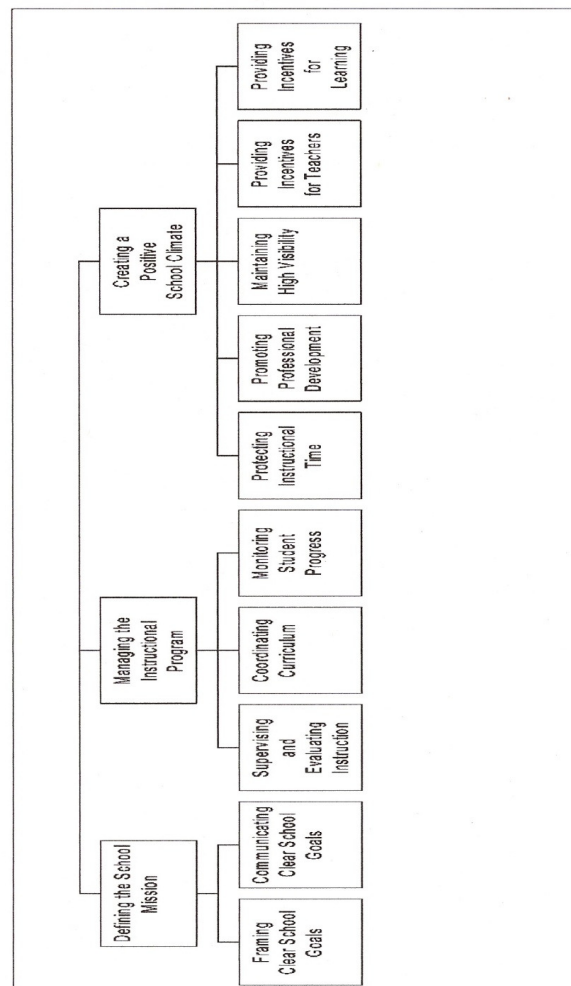


FIG. 1. Instructional management framework (from Hallinger & Murphy, 1985).

(P. Hallinger, 2003)

Defining the Principal's Leadership Qualities

In defining instructional leadership the National Association for Elementary School Principals (NAESP) has outlined six standards for “What Principals Should Know and Be Able To Do” (NAESP, 2001). These include:

Standard One: Lead schools in a way that places student and adult learning at the center.

Standard Two: Set high expectations and standards for the academic and social development of all students and the performance of adults.

Standard Three: Demand content and instruction that ensure student achievement of agreed-upon academic standards.

Standard Four: Create a culture of continuous learning for adults tied to student learning and other school goals.

Standard Five: Use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement/

Standard Six: Actively engage the community to create shared responsibility for student and school success (pp.14 & 15).

Relating to the ISLLC/ELCC standards, providing multiple examples and resources connecting to standards like the ones suggested by NAESP, may provide a better foundation in instructional leadership for aspiring principals.

Black (2003) reported strong instructional leaders:

1. Are well-informed about curriculum and instruction, and especially knowledgeable about teaching methods that emphasize having students solve problems and construct knowledge.

2. Know cognitive learning theories that help all students, especially low achievers, become competent learners.
3. Are adept at evaluating instruction, including giving teachers useful feedback so they can teach better and students can learn more.
4. Are able to set and maintain learning standards, including describing good teaching and good student work.

These abilities of a strong instructional leader point to aspiring principals needing a comprehensive background in the area of curriculum and instruction leading to a problem for current graduate educational leadership programs which may have only one or at best two courses that touch upon the area of teaching and learning or instructional leadership capacity. However, the college preparation and teaching experiences of the aspiring administrator may also play a pivotal role in how well they are prepared to take on the role of a becoming a strong instructional leader

Cotton (2003), after a review of the research, reported on ways effective instructional leaders may operate. These include:

- Continually pursuing high levels of student learning
- Establishing a norm of continuous improvement
- Facilitating discussion of instructional issues
- Observing classrooms frequently and providing feedback to teachers
- Respecting teacher autonomy
- Protecting instructional time
- Supporting teachers' risk-taking
- Providing staff development opportunities and activities

- Monitoring student progress and reporting findings
- Using student achievement data to improve programs
- Recognizing student and teacher achievement
- Role modeling

Commonalities exist in the lists of what is expected of an instructional leader.

High expectations for both students and teachers are key. Other commonalities included: all types of assessments of both teacher and student learning to determine progress, giving feedback to teachers and students, providing all types of supports and resources including time, staff development, and materials to enhance teacher performance, and, in general, treating teachers as the professional educators that they are, or should be within the school. Researchers also indicate there is a connection between student achievement and the principals involvement in these common behaviors, and a general knowledge of curriculum and instruction (Cotton, 2003; Heck, 1993). The experts and researchers agree on the importance of the principal as instructional leader. In addition to this, Cotton (2003) reports, “Scores of studies show that student achievement is strongly affected by the leadership of school principals..... So it is discouraging to find, as the researchers have, that principals who do function as instructional leaders are relatively rare (p..” As alluded to in the beginning of this chapter, knowledge of curriculum and instruction is critical for the principal as instructional leader and should be a part of graduate educational leadership programs. Even more crucial is building understanding of how to use this knowledge when working with teachers, students, parents, and the community to support the mission of the school and evoke change leading to school improvement. New principals must learn how to balance the management issues each

day presents with the instructional leadership practices related to school improvement (Alvy, 2005).

This study narrowed in on the literacy instructional leader due to the urgency related to this skill area for students. The stakes are high with regards to literacy because it touches upon and affects all other areas of content study and is key to student success (R. Allington, L., 2006; R. Allington, L., and Patricia M. Cunningham, 1996; Lyon, 2003; Volk, 2008). This study's intent was to shed light on the importance of the literacy knowledge base of the instructional leader. This information is important when considering how we educate and encourage principals to become effective literacy instructional leaders. Examining perceptions of teachers and principals regarding the principal as a literacy instructional leader helps to define the expectations of the position. The question comes back to how important are various areas of literacy knowledge and actions using that knowledge expected of a "literacy principal", as perceived by educators, both principals and teachers.

THE PRINCIPAL AS LITERACY INSTRUCTIONAL LEADER

In the last eight years student achievement in the area of literacy has garnered increased attention. The National Reading Panel Report (2000) and NCLB legislation are primarily responsible for making literacy a focal point of student learning. Literacy is linked closely to student success in school. (Fullan, 2007; Reutzel, 2004) "Of all subject areas, literacy stands as one of the most effective vehicles for school change, that success in literacy ensures success in other curriculum areas" (Booth, 2007). There is a growing body of literature which suggests that the principal's knowledge and

instructional leadership in the area of literacy is key to providing “high-quality literacy programs” (Reeves, 2008). The Children’s Literacy Initiative (CLI) believes “Good principals know how to work together with teachers to develop a sense of shared purpose and recognize the potential of each student” (2003 p.1). One researcher (Lofton, 2009) reported “The higher the principals’ level of management support for scheduling, financing, and evaluating of literacy initiatives, the greater the impact on students who scored below basic, proficient levels...” (p. 80). Principals need to be committed and enthusiastic in their support of literacy initiatives, as well as continue to build their own knowledge and experience base in order to successfully support building-wide reform (Biancarosa, 2004; Jacobson, 1992).

Reeves (2008) states that even with all of the attention given to literacy instruction in schools there are still problems in providing programs that meet students needs. The following statement provides the basis for this researcher’s study of principals’ literacy leadership; “Part of the problem is that in many schools, administrators and teachers have not developed common understandings of the essential elements of effective literacy instruction,...If school leaders really believe that literacy is a priority, then they have a personal responsibility to understand literacy instruction, define it for their colleagues, and observe it daily” (Reeves, 2008). Problems arise in defining what the essential elements of literacy instruction are. Authors and researchers have attempted to define this important leadership factor. However, part of the problem still remains in getting different groups to agree what knowledge and support is needed by the principal in order for them to effectively fulfill their role as literacy instructional leader.

Sanacore (1996) discusses principals' language arts leadership as having a major impact on children's literacy learning. He acknowledges that principals must approach instructional leadership in different ways depending on the staff, the students, and overall culture of the school, as well as the principal's own personality, strengths, and experiences. The uniqueness of the school environment/climate must be taken into account along with the resources available. Just as one reading program or instructional method will not meet all learners' needs, there is not one way of changing or improving literacy curriculum and instruction in every school. Sanacore (1996) points to the following guidelines for principals for successful reading leadership:

- Keep up-to-date concerning language arts and related fields
- Work cooperatively with the staff
- Support different learning styles and assessment strategies
- Promote lifetime literacy through reading immersion
- Involve parents in their children's literacy learning

The guidelines presented here are broad enough that they may be applied to different school situations in a variety of ways. While Sanacore's guidelines do not point to a specific knowledge base a principal needs to support effective literacy curriculum and instruction within the school, there is a definite connection here to the principal as lead learner, which is alluded to in much of the literature and research concerning the principal as instructional leader.

McKewan (1998), reinforcing the view of the principal as a lead learner, suggested the following ways for principals to effectively support literacy instruction within a school.

- Think for yourself – work with the staff to determine what is best for your school
- Read books and articles about reading to become familiar with best practices
- Do site-based research – data analysis of current curriculum and reading programs
- Be visionary – become the change agent for the school “take control of your school’s destiny”
- Focus on what can be changed with the school
 - Scheduling
 - Resources
 - Effectiveness of teachers
 - Staff Development
- Be the instructional leader (McEwan, 1998)

These suggestions are mirrored and expanded upon by other experts and initiatives. As reported in detail here being a literacy instructional leader requires a deeper literacy knowledge and understanding which goes beyond that of an instructional leader as previously described in the earlier part of this literature review.

Booth and Roswell (2007) suggest that a “Literacy Principal” supports student achievement through leadership skills, coordinated curriculum, and teachers’ best instructional practices. The guiding principles suggested to form a framework for literacy-based school change include:

- Create a shared literacy vision in your school that is clear and shaped by the particularities of your school community.

- Understand the textual worlds of your students and the practices that accompany these texts; this entails showing your students that you understand and appreciate their communities.
- Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, each member bringing specific expertise to building the culture of literacy in the school.
- Build in time and opportunities for professional development for the stake holders who are developing the program.
- Mediate the world outside of your school within your school; be aware of literacy in the community, global literacy initiatives, new literacies, and the place of district implementation plans.

While similar points are made to McEwan's (1998) concerning vision, staff development, and collaboration with staff, Booth and Roswell (2007) made more of a connection to the contextual factors of the school, community, and the world when considering the principal's role as a literacy instructional leader. They also recognize the importance of using the expertise of teachers within the building to help with staff development. Going even further, shared leadership, which begins with commitment from every member of the staff that learning is the top priority within the school, is what will lead to significant change in instruction and curriculum and improvements in student performance (Cobb, 2005a).

THE LITERACY INSTRUCTIONAL LEADER’S KNOWLEDGE BASE

Participants in a CLI initiative (2001) “determined nine important categories of content knowledge that would be essential to principals for providing successful literacy instructional leadership” (Initiative, 2001a). These categories include:

1. School Culture – Principals need to understand the significance of entrenched philosophical and instructional habits that constitute a culture in a school—and is or her power to change that culture.
2. Craft Leaders – Principals need to know the thinkers and practitioners in the field of literacy instruction who provide fresh ideas and useful models.
3. Children’s Literature – In order to create a community of readers, principals must actively read not only professional literature, but also quality children’s literature.
4. Instructional Models – As the primary filter for new programs, principals must be familiar with a wide range of current instructional models.
5. Curricula – The challenge for the principal is to know his or her district’s mandated curriculum and make sure teachers are able to deliver it.
6. Options for organizing time and space – As the key decision-maker for the use of time and space, principals must be aware of how the use of time and space affects instruction.
7. Assessment/Content Standards – Principals need to know how best to use assessment data based on relevant content standards with teachers, school communities, and parents.

8. Special Interventions – Principals need to take a close look at how support is delivered to struggling students and how this support is organized.

9. Knowledge, and Research – Principals need to know where to find models, data, and organizations that do useful research and that can serve as allies to answer questions of what works and why. (Initiative, 2001a).

The numbers do not indicate the level of importance of the identified area as represented in the publication of these findings. It is assumed that one area of literacy knowledge was considered to be as important as another. These nine areas have been referenced in other recent books and research studies (Booth, 2007; E. Murphy, S., 2004) and are considered to be a comprehensive knowledge base for a principal in order to effectively support literacy change and instruction within the school.

How children learn to read and overcome reading difficulties, as well as the effectiveness of some reading approaches over others is part of what principals need to know about reading according to Lyon (2003). Lyon (2003 p. 18) also believes that “having this knowledge and using it to help students struggling with learning how to read will decrease the number of special education referrals.”

In an earlier study of the perceptions of principals concerning the knowledge base principals need to support reading instruction, Jacobson et al (1992) reported four unresolved reading issues among principals: the differences between whole language versus basal approach, assessment of students’ reading progress, the use of trade books vs. basal, and ability grouping for reading instruction. Some of these issues, trade books vs. basal, whole language vs. basal approach moving to a more balanced approach to literacy instruction have changed with more research on best literacy instructional

practice being done over the last sixteen years. However there is still a great deal of discussion about what are the best ways to assess student's progress, (especially in light of the importance placed on standardized testing used to determine adequate yearly progress (AYP) under the NCLB guidelines) how to group students for reading instruction, and how skills, mainly phonics instruction should be taught in early literacy programs.

In relation to accessing literacy resources and information a survey of principal perceptions (Jacobson, 1992), found the most frequently used resources cited were: professional education magazines, personal contacts with specialists and colleagues, and newspapers. Limited time was cited as a factor principals' use of other resources such as books, journals, etc. One can only wonder what the response of principals surveyed in this study would have been if the principals surveyed in 1992 would have had the Internet accessibility available today. More recent studies on principal access to literacy resources and information were not found.

In relation to the evolution of how principals might access literacy resources and information, Booth and Roswell (2007) suggest the inclusion of information on "New Literacies" in the principal's literacy knowledge base. These authors define new literacies as "an approach to literacy teaching and learning that acknowledges how we all come at literacy from different perspectives and how, as literacy leaders and educators, we need to find ways of mediating the different experiences and identities of our students" (Booth, 2007). New literacies are often connected to the "digital practices" we have all become familiar with, which has had an increasing effect on our daily lives and has moved us away from what might be considered conventional literacy (Booth, 2007).

Included in the discussion of new literacy are the areas of critical (viewing text from different perspectives, levels, and interpretations), cultural (connecting culture with text), and multi/digital (the design and technology revolution/evolution of text) literacy.

There are conflicting realities present for principals (Tooms, 2007). The first reality is, stakeholders' beliefs of principals being omniscient (knowing all things that are going on within their school) and the second conflicting reality is there is not enough time for principals to know everything that is going on in the school. While the latter belief appears to be the reality all principals must deal with, there are still expectations and beliefs of experts and researchers of what a principal should know and do as a literacy instructional leader. Tooms (2007) suggests that the principal's instructional leadership within a school is critical to the success of both teachers and students especially in the ability to answer the following questions:

- How do you determine your own values about literacy and empower others to do the same?
- How do you assess the literacy values in your school?
- What happens when groups have different values about literacy?
- How do you build a culture of literacy in your school?
- How do you lead literacy instruction?
- Why is a literacy committee Important, and who should be on it? (Tooms, 2007)

While approaching the knowledge base for effective literacy instructional leadership from a different angle, this approach brings in the reality of the school situation and addresses the fact that everyone within a school may not come up with the same answers to the questions. Negotiation and consensus building would be important skills for a literacy

instructional leader to be able to work out these differences for progress and improvement to be made.

LEADERSHIP PRACTICES AND PRINCIPAL'S LITERACY KNOWLEDGE

Having a literacy knowledge base, while seemingly important, is only helpful if it can be used to support effective literacy instruction within the school. "Avoid jacking up your literacy jargon if you cannot clearly explain what you believe about literacy instruction (Tooms, 2007)." As a literacy instructional leader, a strong connection is made based on the principal's presence in classrooms. As stated before a principal cannot be omniscient of all that takes place within a school (Cobb, 2005b; Tooms, 2007). However, through regular classroom visitations to observe teachers teaching and students learning, the principal as a literacy instructional leader will be better informed to answer or comment on questions concerning literacy instructional practices posed by different stakeholders including teachers, students, parents, and the community (Cobb, 2005b; Tooms, 2007).

While assessment tools are available which enable an elementary principal to observe and assess classroom literacy instructional practices, it appears that a literacy knowledge base is helpful in understanding exactly what is being assessed. Several experts (Gaffney, 2005; W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Mallette, Marla H., 2003; W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Tomasetti, Barry W., 2000; Levesque, 2005) recognizing the need for accountability prompted by national and state legislative mandates have provided frameworks for principals, teachers, and

literacy specialists to use to evaluate current classroom instructional practices in regards to literacy instruction.

Levesque and Carnahan (Levesque, 2005) provided an observation guide for principals and reading coaches to use when observing in a teachers' classroom in order to give focused feedback on what is taking place during classroom literacy instruction. Another form is provided for teachers to complete on the impact of the principals' supervisory visits on literacy instruction (Levesque, 2005)

The Reading Lesson Observation Framework (RLOF) (W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Tomasetti, Barry W., 2000) and the Writing Observation Framework (WOF) (W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Mallette, Marla H., 2003) are both grounded in the practices of best literacy instruction and are closely related to CLI initiative nine categories (Initiative, 2001a) reported on earlier in this chapter. The purpose of the RLOF and WOF frameworks is to provide shared language that may improve communication between educators within the school to begin discussions of what is taking place and what changes may need to be made in the future (W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Mallette, Marla H., 2003; W. A. Henk, Moore, Jesse C. Marinak, Barbara A. & Tomasetti, Barry W., 2000).

It is obvious when looking at these instruments just how complex and involved the teaching of reading and writing is. While a literacy knowledge base would certainly increase the principal's ability to use these assessment instruments effectively, the frameworks themselves may actually increase the principal's literacy knowledge base. Use of tools such as the ROLF and WOF help the principal frame what effective literacy instruction and classroom practices should look like to help guide teachers in their own

self-assessment towards improving instructional practices and classroom environments supportive of increased student achievement in the area of literacy (Reeves, 2008). This self-assessment supports increased leadership capacity allowing teachers not only to use these tools to evaluate their own instruction, but also to help in coaching peers. It is imperative for principals to build the leadership capacity of individuals, teams, and the organization as a whole and can be considered as a measure of their own success (Killion, 2009). “When the principal elicits high levels of commitment and professionalism from teachers and works interactively with teachers in a shared instructional leadership capacity, schools have the benefit of integrated leadership; they are organizations that learn and perform at high levels”(P. Hallinger, 2003).

Several research studies (Jacobson, 1992; Kolarich, 1991; E. Murphy, S., 2004) pointed to the principal’s perceptions of the knowledge base needed to adequately support effective literacy/reading instruction. These same studies (Jacobson, 1992; Lofton, 2009; E. Murphy, S., 2004) also suggest the need for principal’s being current as far as their knowledge of best literacy instructional practice to be essential for promoting of staff development.

Quality of staff development pertaining to literacy may be attributed to the principal’s knowledge base of literacy instruction as reported by Murphy (2004). One finding in this study (E. Murphy, S., 2004) was the higher principals rated their knowledge of reading, the more likely they were to directly assist teachers providing guidance in reading instruction and staff development. Principals who rated their knowledge medium to low were far less likely to assist teachers directly with instruction or discuss reading achievement in faculty meetings or grade-level meetings. While this

was the result discovered in one study, it would be critical to look into this further since it points directly to the interaction between principals and teachers based on the perceived level of knowledge in the area of literacy. It is critical that professional development be on-going and permeate daily school life and not be limited to once a month, twice a year, building-wide events (Lofton, 2009). Using their own understanding of literacy, principals need to be able to recognize who the literacy “experts” are within the building, and honor their expertise through encouragement of providing professional development for other teachers. “Teachers learn best from other teachers, in a context of shared leadership” (Gaffney, 2005). Carbo (2005) states that “Although most principals don’t teach reading, it is critical that they know how reading should be taught, especially in the primary grades. (p. 46)”

Booth & Roswell (2007) found shared leadership is Important for building capacity and climate for “teacher ‘buy in’ and commitment to a literacy project or initiative.” Knowledgeable educators working collaboratively in the area of literacy improve student skills and performance. Similar perceptions on the part of both principals and teachers about the knowledge base needed to support literacy instruction would appear helpful in implementing improvement initiatives and staff development. What is not clear is how the principal’s lack of literacy knowledge and expertise may affect the support and guidance teachers need to share leadership and effectively improve pedagogical practices.

Several studies (Kolarich, 1991; Mitchell, 2004; E. Murphy, S., 2004) have reported on principals’ perceptions and attitudes regarding their role in reading instruction. Lofton (Lofton, 2009) studied the perceptions of Literacy Coaches regarding

principals' literacy leadership. While the researcher found experts and researchers who had developed theories about what principals should know about literacy, some through studies involving the perceptions of teachers, literacy coaches, or principals, reports comparing the perceptions of the two groups in a single study were not evident. Murphy (2004) and Lofton (Lofton, 2009) both recommended further study on how teachers view the principal's role of instructional leader in relation to literacy. Such information would seemingly be useful in forming and supporting literacy teams and other collegial leadership associations within school communities to advance literacy skills for students. The current study proposes an investigation of the perceptions of two distinct groups of elementary teachers, non permanent teachers and literacy curriculum specialists, as well as elementary principals, concerning the importance of areas of principal's literacy knowledge and responsibility and use of this knowledge in their leadership role within the school to support of an effective literacy instructional program.

Many elementary principals may not have adequate knowledge of research based literacy practices. In addition, the perception of the principal with respect to a literacy knowledge base they may need to adequately support effective literacy instruction may not match the perceptions of teachers. Any misperceptions of common beliefs or understandings teachers possess may have an effect on the principal's ability to support and perform the instructional leadership role working with teachers to improve student achievement in the area of literacy.

1. Understand the role of language as a critical part of children's reading development
2. Assess learner needs to plan appropriate instruction

3. Construct well-organized and print-rich learning environments
4. Use research-based instruction
5. Explicitly teach and model how to apply literacy skills and strategies in every area of study
6. Adapt instruction for learners with special needs
7. Involve the school, family, and community (Panel, 2000).

Other authors and researchers (R. Allington, L., 2006; R. Allington, L., and Patricia M. Cunningham, 1996; Fountas, 1996; Keene, 2007; Reutzel, 2004; Routman, 1996) suggest that there is no one reading program that can meet the needs of all learners. Fountas and Pinnell (1996)) stress the importance of using a balanced approach to reading instruction which incorporates the use of authentic literature to teach skills through a Release of Responsibility Teaching Model that incorporates both large and small group instruction through direct teaching, shared learning, guided, and independent practice.

Routman (Routman, 1996) encourages us to go beyond the basic skills in literacy and to include creative and critical thinking within our literacy instruction. She states, “Without such a “literacy of thoughtfulness,” basic skills have no meaning. Unless our students can read and write for their own purposes – to make sense of their world, to understand and critique the media and all they read, to create beauty – we will have what many have asked for: a “basics” society, dull and unimaginative. That’s not good enough for any of us” (Routman, 1996). As instructional leader, principals need to be concerned with a broad spectrum of literacy knowledge and support teachers and students need, if we are to become a truly literate society.

SUMMARY

Since the year 2000, beginning with the Report from the National Reading Panel and the onset of No Child Left Behind Act (NCLB), there has been an even greater emphasis placed on research-based best practice for literacy instruction in schools. Yet, relatively little research has been done on the effect elementary principals' instructional leadership and literacy knowledge base have on schools' instructional program or student achievement.

Under NCLB, effective literacy instruction is considered critical to a school's success in making Adequately Yearly Progress (AYP). This piece of legislation recognizes the critical role principals play as instructional leaders. Literacy instruction is under the direct supervision of the building principal. Staff development, an essential part of NCLB and Indiana's P.L. 221, is often left to the principal to plan and/or provide, with input and guidance from central office curriculum specialists and/or school staff. The principal may also be involved in assessing the staff development needs of teachers in all areas including literacy.

The principal's global view of the school and vision for the future facilitates the systemic change needed for school improvement. This global view includes using student data, from both formal and informal assessments, to inform instructional practice and diagnose student needs in all areas, most importantly in the area of literacy. Principals must apply their knowledge base in order to work with their staff on collecting, managing, and interpreting this data.

The principal's knowledge base is also important because it forms the basis of support for literacy instruction within the school. "If school leaders really believe that

literacy is a priority, then they have a personal responsibility to understand literacy instruction, define it for their colleagues, and observe it daily (Reeves, 2008).” Many school stakeholders including teachers have their own perceptions of the literacy knowledge base and actions principals should use to effectively support instruction and the day-to-day operations of their elementary school. Comparing teacher and principal perceptions through this study may help define what is essential for principals to know when working with teachers on literacy instruction and curriculum. First, this is critical in creating a school culture where teachers and principals work together creating a learning community leading to increased student achievement. Also, if a knowledge base and principal actions related to literacy instructional leadership are better defined, efforts may be taken within university graduate programs for aspiring principals to review and possibly include areas relating to the literacy knowledge base needed not only to become an effective instructional leader, but an effective literacy instructional leader. This information may also be useful to school districts and professional organizations such as the National Association for Elementary School Principals and the Indiana Association for School Principals when offering professional development workshops, publications, and conference presentations.

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

The purpose of this study was to discover and compare the perceptions of three different groups of elementary educators concerning the importance of principal's literacy knowledge base, as well the use of and responsibility for this knowledge in a school to support effective literacy instruction. The three groups identified to participate in the study included Indiana elementary principals, non-permanent teachers, and literacy curriculum specialists.

Elementary principals, as the school instructional leader, influence and support not only what is taught in school, but also how it is taught. Along with strong staff collaboration, the principal must lead the way to school improvement. Without a sound literacy knowledge base and understanding of what is needed to support an effective school literacy program the elementary principal will have a difficult time leading and sustaining transformational change leading to improved student achievement, especially if the principal's perceptions of what a literacy instructional leader needs to know and do differ from those of teachers. The researcher found experts who theorized and researchers who conducted studies with teachers or principals on their perceptions about what literacy knowledge may be important for principals to have and be able to use. Comparisons of the perceptions of these different educator groups regarding the

principals' literacy knowledge base and responsibility for or use of that knowledge in supporting an effective school-based literacy program were not a part of the studies found, but were indicated as a possibility for future study (Murphy, 2004).

RESEARCH QUESTIONS

The research questions addressed in the study were as follows:

1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective instruction?
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning an elementary principal's responsibility for or importance of their use of areas of their literacy knowledge base to support curriculum and instruction within the school?
3. What similarities and differences exist when comparing perceptions of non-permanent teachers, literacy curriculum specialists, and principals regarding the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of those literacy knowledge areas to support effective curriculum and instruction?

RESEARCH DESIGN

The researcher used quantitative methods for the study. DeVellis (2003) states, "most of the variables of interest to social and behavioral scientists are not directly observable; beliefs, motivational states, expectancies, needs, emotions, and social role

perceptions are but a few examples.” Social scientists often employ scales to measure phenomena like those described above. Other research on the topic of principals understanding of literacy instruction has been based primarily on surveys of either teachers or principals of their perceptions regarding principals’ reading leadership capabilities (Jacobson, 1992). The survey items developed for the purposes of this study used a Likert five-point scale to measure the perceptions of principals, non-permanent teachers, and literacy curriculum specialists. A psychometric scale is “used when we want to measure phenomena that we believe to exist because of our theoretical understanding of the world, but that we cannot assess directly,” (DeVellis, 2003). Since it is the measurement of the theoretical variables related to the perceptions of both principals and teachers concerning the principal’s literacy knowledge base, a psychometric scale was deemed to be the best method for the purposes of this study. When we want to assess perceptions, which do not rely on actions indicating what is taking place, theorists believe it is useful to assess the construct of those perceptions by means of a carefully constructed, reliable, and validated scale (DeVellis, 2003; Dillman, 2007).

A survey questionnaire was developed to gather data relating to the three research questions identified for the purposes of the study. There were four sections in the survey. The first section of the survey asked participants to rate their perceptions of principals’ literacy knowledge base and its use and the responsibility for the defined literacy areas. Two scales consisting of specific items were derived from the construct of each of the first two research questions (See Appendix G). To address the third research question the results for each scale of the participating groups of the study were compared.

From these comparisons, similarities and differences of respondents' perceptions between groups were revealed. At the end of the survey's first section respondents were provided with a prompt for an open-ended response to write in other related factors or information deemed important in their consideration of the study's focal topic.

The last three sections of the survey gave participants the option to provide limited demographic information. Section II asked for school demographic data. Section III asked for limited educational background information of the participants in the study. Section IV requested information about the participants' school reading program. This additional information was requested to give a better understanding of the background of participants and their schools, as well as to check if there was representation from a broad spectrum of educators, programs, and schools throughout the state.

The researcher designed survey items relating to content thought to be most critical for a principal's knowledge base as literacy instructional leader. These items also addressed the scales related to the study's research questions to assess the perceptions of the participants of first, what literacy knowledge base should principals have and second, the principals' use and responsibility related to that literacy knowledge base. DeVellis, (2003) recommends, and the researcher utilized, the following steps to develop and implement the scaled survey for the purposes of this study:

1. Determine clearly what it is that this study wanted to measure.
2. Generate an item pool.
3. Determine the format for measuring.
4. Have the initial item pool received by experts.

5. Consider inclusion of validation items.
6. Administer items to a developmental sample, after determining an appropriately-sized sample (this was completed through the pilot test-retest described on pages 63 and 64 of this chapter).
7. Evaluate the survey items.
8. Optimize survey length.
9. Finalize survey for dissemination to identified populations
(DeVellis, 2003)

In addition to the steps recommended by DeVellis steps the researcher included were:

10. Disseminate the survey to the populations initially through internet where email addresses were available and USPS mail when an email address was not available
11. Additional reminders and surveys were sent to non-respondents through both internet and USPS mail
11. Collect and record results of survey using SurveyMonkey.com

The researcher compiled a mailing list (with both school and email addresses), using Indiana Department of Education (IDOE), district, and school websites, of all subject groups from Indiana public elementary schools containing any grade organization including kindergarten through fourth grade. Where available, mailing lists and email addresses of non-permanent teachers and literacy curriculum specialists were also obtained from the websites mentioned above. This was a very time consuming process and in the end netted a list of 1149 principals, 2395 non-permanent teachers, and 1273 Literacy Curriculum Specialists to include in the subject pool. In addition, a visit was

made to one school district, at their request, to obtain the mailing information concerning the latter two groups. The decision was made to send the survey out to all participants identified in each category understanding that with internet surveys since response rate tends to be low (Dillman, 2007). It was expected that by sending the survey out to all elementary principals, non-permanent teachers, and LCS in Indiana public elementary schools containing grades k – 4 a large enough sample from each group would respond to the survey for results to be meaningful.

All participants were given a random number access code either through SurveyMonkey or (URL), for the purpose of maintaining anonymity of the participants and schools involved in the study. Through the information obtained from the IDOE and school websites it was possible to determine whom the principal, non-permanent teachers, and LCS teachers were in all elementary schools that included Kindergarten through fourth grade in their grade configuration.

Information concerning the Internet and U.S. USPS survey was disseminated through an information letter to principals and representatives from two separate teacher groups, non-permanent teachers and literacy curriculum specialists (Appendix D). The purpose of the study and survey was included within the letter. Participants were assured that their names and schools would be kept anonymous and the data collected would be made available to them upon request through the researchers' website at the completion of the study. An effort was made within the letter to request participants to focus on their perceptions of the literacy knowledge base for all elementary principals, **not** judgments of the current principal's knowledge base and actions. The Ball State IRB granted an exempt status for the study based on the conditions presented (Appendix G).

For participants the researcher was able to obtain email addresses for, SurveyMonkey.com was used as the vehicle to send the informational letter, as well as administer the survey. The email with the information letter requesting participation of the subject included a hyperlink to the researcher's survey. If the recipient did not wish to participate in the survey there was an "opt out" link that they could click on at either the beginning or end of the informational letter. Participants were informed that participation in the survey was strictly voluntary.

For participants that the researcher was unable to obtain email addresses for, a USPS informational letter and survey were sent out to the school address of that person. The information letter sent through the post contained the same information as the email letter and participants were informed that their participation in the survey was strictly voluntary. Also included in the letter was a stamped envelope with the researchers address on it for the subject to send their survey response sheet back. The subject was given a random access code number, which was written on their survey form and the return envelope to assure the anonymity of the subject.

A second reminder and information letter with the survey were sent out to non-respondents to increase the rate of response for the survey. This e-mail and the paper USPS mailing included an information letter and paper survey and access codes. Response rates for email surveys may be smaller than for paper (Dillman, 2007) which led to the researcher's decision to use both media to increase participation in the survey, and to obtain, if possible, a statistically significant level of response for analysis.

The results of the survey were tabulated and reported. Results and analysis of the results were sent to all participants who requested them.

DESCRIPTION OF SAMPLE

The principal group included Indiana elementary principals of public school buildings, including academies and charter schools, with grade configurations, which included kindergarten through fourth grades. The length of service and training of the principals, while noted in the demographic section of the survey, were not used to select or reject any principal from participation in the survey.

The non-permanent teacher group included teachers with less than two full years of teaching experience in their present school district as identified by either the information on the IDOE website or the participant principals. Emails and letters were sent directly to the teacher. By identifying more than one non-permanent teacher in a given school was thought to increase the possible number of respondents to the survey. Non-permanent teachers were chosen for several reasons. First, many in this group of teachers are in the beginning stages of teaching and may have recently completed their college program where, in most cases, research-based literacy instruction has been a focus in teaching methods classes. The second reason non-permanent teachers were chosen for this study is due to the fact that, in Indiana, the principal evaluates non-permanent teachers twice during the first two years of teaching. These teachers look to the principal for assistance in improving instruction in all areas including literacy, as well as introducing them to the curricular and instructional expectations of not only the school, but the district. Finally, the non-permanent teacher may expect the principal to be knowledgeable about instruction and curriculum in order to be able to give support and suggestions for professional improvement.

The second group of teachers included in this study are Literacy Curriculum Specialists, teachers with more than two years of teaching experience and have had specialized training in the area of literacy. As noted in the definitions section of the first chapter the term Literacy Curriculum Specialist (LCS) is used and may include teachers with other titles such as Reading Teacher, Reading Recovery Teacher, Literacy Curriculum Leader, Reading Specialist, or Literacy Curriculum Facilitator. These teachers may either be assigned to work with struggling readers from many different classrooms within the school, serve as a resource or literacy expert for classroom teachers, or a combination of both of these responsibilities. The LCS also serves as a resource for principals. Working together principals and literacy curriculum specialist may help build a collaborative culture indicative of a professional learning community (Booth, 2007). As in the case with the non-permanent teachers emails and letters were sent directly to the LCS. In situations where more than one LCS were employed in a school both received the information letter and survey to increase the response rate from this group. Literacy curriculum specialists were chosen because in most cases these teachers are considered master teachers with several years of teaching experience and have had special training in their focus area of reading. According to research the LCS must have a close working partnership with building principals in order to coordinate working with students and staff to improve and sustain effective literacy instruction in the building. Booth and Roswell state, “The stronger the relationship between the roles of principal and literacy leader, the more impact it can have on the success of the literacy program, (Booth, 2002, 2007)”.

THE INSTRUMENT

Review of survey instrument to determine validity

After developing the initial survey, copies were disseminated to the following experts for their consideration and input on validity of individual items on the survey.

Dr. Susan Cress, Assistant Professor and Department Head of Elementary Education, School of Education, IUSB (Dr. Cress has a background and expertise in literacy and early childhood education)

Dr. Dan Holmes, Assistant Professor, Elementary Education, School of Education, IUSB (Dr. Holmes has expertise in the area of literacy and elementary education)

Dr. Marcia Sheridan, Professor Emeritus, Secondary Education, School of Education, IUSB (Dr. Sheridan has expertise in literacy and secondary education)

Dr. Randall Davies, Assistant Professor, School Psychology, School of Education, Brigham Young University (Dr. Davies has expertise in research design)

Dr. William Sharp, Professor, Educational Leadership, Teachers College, Ball State University (Dr. Sharp has expertise in educational leadership and is the director of doctoral studies and chair of this study's research committee)

Diane Youngs, Lecturer, Elementary Education, School of Education, IUSB (Mrs. Young has expertise in literacy, special education, and elementary education)

Chris Isaacson, Curriculum Consultant, Department of Education, Michigan

(Mrs. Isaacson has expertise in school leadership and was an elementary principal for 19 years)

Mary Jo Costello, Retired Principal, South Bend Community School Corporation

(Mrs. Costello has been an elementary principal for 25 years and has expertise in the area of literacy instruction)

Pam Cozort, Human Resources Director, Elkhart Community Schools (Mrs.

Cozort was a building level administrator at both the elementary and middle school level for 15 years and has expertise in the area of educational leadership)

Dr. Janice Malchow, Executive Director of the Thornton Fractional Area

Educational Cooperative, located in South Holland, Illinois. Previously Janice was the Principal at Bibich Elementary School, Lake Central School Corporation.

(Dr. Malchow has expertise in the areas of educational leadership and literacy.)

Dr. James Jones, Assistant Professor, Assistant Director Research Design and Analysis, University Computing Services, Ball State University

These experts provided excellent suggestions for improving survey items, as well as helped to determine which items should be added, reworded, or eliminated in order to relate to the stated purposes and research questions of the study. The survey was changed based on the suggestions of the group of experts and resubmitted to them for reexamination. The revised generation of the survey items was met with a response of approval and considered by these experts as valid and relevant for this study. The sets of survey items along with the introductory letters were then submitted to the Ball State Institutional Review Board (IRB) panel for approval to move forward with the study.

Notification of IRB approval and determination of Exempt Status was given September 30, 2009 (See Appendix D).

Pilot test – retest of survey instrument with sample population to determine reliability

To check reliability a test – retest pilot of the survey was completed using, three groups of educators mirroring the study sample. The focus groups included ten principals, nine non-permanent teachers, and eleven literacy curriculum specialists from the surrounding area. Each member of these groups completed the online computer survey twice, once in each of two separate sessions, administered through SurveyMonkey.com. Pilot participants completed the survey online once and then after a period of two weeks, a second administration of the survey with the same participants was completed. The purpose of administering the survey twice to the same group of participants was to observe if each administration elicited similar responses. The results of the pilot group administrations were analyzed with the assistance of Dr. Kianre Eouanzoui from Ball State University using Cronbach's Alpha to determine internal consistency of items in a scale and an Intraclass Correlation Coefficient (ICC), a statistical test-retest method to measure reliability and consistency between administrations (average measure reliability) was completed. Cronbach's alpha was used to measure the extent to which all items of Part I of the survey, items 2A thru 13D, were internally consistent to form a scale. The Cronbach's alpha for the 1st administration was .965, and .968 for the second administration. It is reported that the social science cut-off is that alpha should be $>.70$ for a set of items to be considered a scale. The researcher looked for variation between two categorical variables, which in this case were the responses of the three pilot groups in the first administration of the survey items with the

responses of the same groups on the same survey items after a period of two weeks. The average measure reliability for ICC for the test – retest pilot was .968, which was an indication of a high level of test –retest (or inter-administration) consistency of the average of all ratings. Through this analysis the survey items were considered to be reliable and consistent for administration to the total population of participants involved with the study.

Conclusions concerning survey instrument

Using the responses of experts in the field consulted to check validity and the results compiled from the test-retest analysis of the pilot using focus groups made up of representatives of similar populations identified for the study it was determined that the survey designed was both valid and reliable for the purposes of the study. Following this determination the informational letter with the invitation to participate in the study and the survey were disseminated to all members of the groups identified within the state of Indiana.

DATA COLLECTION

Data from the survey responses were collected using SurveyMonkey.com: An Internet-based survey development, support and data analysis entity.

SurveyMonkey.com was used for creating the survey for this study, distribution, and retrieval of survey response data collection. Internet letters of introduction with a link to the survey in SurveyMonkey.com were sent to the email addresses of 2395 non-permanent teachers, 1273 Literacy Curriculum Specialists (LCS), and 1149 elementary principals of all public schools in Indiana with grade configurations including

kindergarten through fourth grade. USPS mail, including the introductory letter and the survey, was sent to 50 LCS and 75 non-permanent teachers that the researcher was not able to find email addresses for. The introductory letter sent via email and USPS in both the first and second mailings, stated the purpose of the survey, promise of anonymity of participants and their school, as well as, information where results could be accessed at the completion of the study. This letter was approved by the Ball State IRB committee (see Appendix G). Participants were asked to respond to the survey within one week of receiving it. All participants sent the information letter and survey through were automatically assigned a random number access code in order to check overall response rate as well as potential use for comparison of groups. Once the subject responded and their responses were recorded their email address disappeared and only the random access code remained assuring anonymity of the respondent. The researcher was able to resend the information letter and survey link through SurveyMonkey.com through available settings to those participants who did not respond to the first email request without personally identifying who those individuals were. This allowed the non-respondents to remain anonymous to the researcher.

Participants who were sent the introduction letter and survey through USPS mail were each assigned a random access code number obtained through GraphPad Software (graphpad.com). The mailed responses were checked off by an assistant to the researcher. Only surveys with the participants' code number were given to the researcher to protect the anonymity of the respondent. The assistant was also responsible for sending out the second letter and survey to those participants who did not respond to the first administration of the survey after a two week period.

After the second mailing, all email and USPS addresses were eliminated from the database with only the codes remaining to keep anonymity of which participants responded or did not respond.

All surveys and data from the surveys were accounted for when received as respondent survey data was entered, tabulated, and verified through SurveyMonkey.com, school addresses and other personal information connected with respondents were eliminated from the recorded database. The sole remaining identification of individual data groups then became their numerical identifier. At this point the links between school addresses and educator survey data were dissolved, the effect being that survey data and personal data could not be coordinated in any manner with individually related school and /or responding educators. This procedure allowed the Researcher to make conclusions and decisions about results blinded to potential personal and/or professional relationships of respondents.

Information in the form of completed surveys was received primarily through electronic transmittance, and by standard USPS mail. Survey respondent data received through electronic transmittance was entered directly to the SurveyMonkey.com website. Completed survey respondent data received by USPS mail was re-entered and verified directly through the SurveyMonkey.com website by an assistant to the researcher through electronic transmittance.

DATA ANALYSIS

The researcher worked with research consultant, Dr Frank Fujita, of Indiana University South Bend, to analyze the data generated in this study. When the surveys

were returned, at the end of a period of sixty days from the first mailing, all responses were tabulated and results analyzed. Because it could not be assumed that missing data was missing at random, a listwise deletion strategy was used. If a respondent failed to answer any of the questions in Part 1 (for the first eleven identified literacy areas) of the survey, they were completely removed from the data set that was then analyzed. While the survey netted results from a total of 502 respondents, analysis included only data collected from the 279 respondents, 89 principals, 40 non-permanent, and 150 LCS teachers, who completed every question of Part 1 of the survey.

When comparing group means, the Central Limit Theorem allows us to use statistical tests on groups of as small as 30 without worrying about violating normality assumptions. The smallest participant group (non-permanent teachers) of 40 allows us to use the common statistical tests with confidence. By limiting my analyses to those who provided complete data, all conclusions will be generalized equally. To analyze the larger dataset requires an additional assumption that the missing data is missing at random. This assumption is clearly violated because the most common source of missing data comes from when participants stop completing the survey before they have completed it.

The source of data for this research project was a 73 item survey, plus demographic response information, designed and validated for use by the researcher of this study (See Research Design for survey development information). Chronbach's alpha was used to measure the extent to which all items of Section I of the survey, items 2 - 74 were internally consistent to form a scale. The Cronbach's alpha was 0.991 for the

whole sample, and 0.990 for the principals, 0.996 for the non-permanent teachers, and 0.989 for the LCS.

was organized into two parts (See Appendix G) relating to the first two of three research questions of the study. The first part, consisting of thirteen separate items, relates to the importance of the areas of literacy knowledge principals should have as a literacy instructional leader. These items were used to answer research question one.

The second part, consisting of fifty-four items, related to the importance of the principal's use of the literacy knowledge areas and the balance of responsibility between principals and teachers for implementing an effective literacy curriculum program. These items were used to answer research question two. Both parts of the survey were used to answer research question three.

The third part of Section I of the survey consisted of items, which were dependent on the existence of an LCS in the school. These items were analyzed separately from the rest of Section I, since not every participant had an LCS in the school and, for that reason, did not answer these survey items.

The general data analytic strategy was to begin with a General Linear Model version of a repeated-measures MANOVA, using the occupational category of the participants as a between-groups independent variable with three levels; principal, non-permanent teacher, and literacy curriculum specialist. The list of questions, which changed with the different analyses, was the repeated measures independent variable.

When a between-participants effect was found, Tukey's HSD procedure was used to determine which differences there were among the three occupational categories.

When repeated-measures effects were found, items were sorted according

to observed mean and compared with their nearest neighbors. In addition, a set of items was repeated with a focus on the principal sharing with different audience groups. For that analysis there was a second repeated measures independent variable with three levels; faculty, parents, and children.

Given the exploratory nature of this research project, interaction effects are presented. However, because the pattern of the interactions was not particularly meaningful, follow up tests were not performed. As a part of research question three, a between-participants ANOVA was required for some items for which it would not make sense to compare to each other. For those 12 items, separate ANOVAs were performed with a Tukey HSD follow-up test when indicated.

LIMITATIONS OF THE STUDY

The limitations of this study included level of participation percentage rates of principals, non-permanent teachers, and literacy curriculum specialists responding to the survey. As Dillman (2007) reports length of survey often decreases response rate. The survey included 54 items (with some split into three parts) in Section 1, with an optional 14 items divided into Sections 2 - school, 3 - participant, and 4 - literacy program information. The length of the survey may have also contributed to a lower response rate.

The level of participation may also have been affected for a number of other reasons including participants':

1. reluctance to participate in the survey due to lack of time or interest in the topic of the survey,

2. inability to receive the information letter and survey due to school district blocks on emails sent from outside,
3. incorrect email or USPS addresses being posted, or
4. having left the district or corporation.

Regarding the acquisition of correct email addresses a limitation of the study was the changing data-bases used to identify all current non-permanent teacher and literacy curriculum specialist/s at each elementary school. An additional limitation was at least one Superintendent's choosing not to allow his staff to participate in the study.

Another limitation was the low number of non-permanent teachers participating in the survey. A cause of this low response rate for this group may have been when the survey was sent out. Surveys were sent out during the months of March and April. During the spring of 2010 many cuts were being made in school districts across the state of Indiana due to cutbacks in state funding. Cuts made to personnel often-effected teachers with the least seniority in most districts. This included many non-permanent teachers. Not having a job would certainly weigh on a teacher's mind more than participation in a research survey.

A limitation concerning data analyses was all respondents did not complete the survey in total, leaving from 1 to 55 questions unanswered. For statistical analysis it was suggested by Dr. Frank Fujita that it would be best to use data collected from participants who had completed part 1 in total. One reason for participants not completing the survey may have been the length of the survey, but other reasons may have been participants did not feel they had the expertise, interest, or confidence in answering the questions.

The informational letter shared with the participants was intended to alleviate any bias or personal misperception by respondents of the survey questions. It was also intended to impress the voluntary nature of participation in the study. The intention and direction for this study was for the respondents to express their perceptions concerning the general (global) case of principals' literacy knowledge base; not a specific principal's knowledge base.

SUMMARY

The purpose of this chapter has been to describe quantitative research methods used to collect and analyze results of the study. These results consider the perceptions elementary principals and two different groups of teachers hold concerning the literacy knowledge base, as well as use of and responsibility for that knowledge base principals need to adequately support effective literacy instruction within the school. Descriptions of the quantitative research methods used, development of the survey, dissemination of the survey and response collection, and the participants in the study are given. All methods reported support the identified purpose and research questions that this study is based upon. Chapter IV reports the results of the analysis of the data collected using the survey designed to answer the researchers questions proposed for this study.

CHAPTER 4

RESULTS OF THE STUDY

INTRODUCTION

The purpose of this study was to ascertain and compare perceptions of elementary educators concerning the importance of the principal's literacy knowledge base, as well as responsibility for and use of this knowledge to adequately support effective research-based literacy instruction. The participants for this study included elementary principals, non-permanent teachers, and literacy curriculum specialists in elementary schools containing grades K - 4 throughout the state of Indiana. A survey was specifically designed for this study relating to the stated purpose and research questions guiding the study. The survey incorporated a Likert Scale, which is considered by social scientists to be an appropriate tool to assess perceptions that may not be observed directly (DeVellis, 2003), to measure participants' perceptions. While not directly connected to the purpose and research questions for purpose of analysis, the survey also included questions to gather participant and school demographic data about participants to ascertain the representation of various educator groups and schools throughout the state of Indiana. This additional demographic information was not specifically related to analyses of the data relevant to perceptions shared by participants in the study. Nor was this demographic data used in analyzing the comparisons between participant group perceptions of the levels of importance of the areas of literacy knowledge, responsibility for or use in support of effective literacy instruction.

The survey was sent through both Internet and USPS mail to 2395 non-permanent teachers, 1273 Literacy Curriculum Specialists, and 1149 principals in Indiana elementary schools including grades K – 4. Only results compiled in SurveyMonkey.com from completed surveys were analyzed and reported on in this section using tabulations and statistical software from the Statistical Package for the Social Science (SPSS). The specific statistical procedures used will be defined and discussed, as needed, throughout this research study.

For the purpose of clarity the researcher has analyzed and reported only on the data from surveys of participants who completed all items. A summary of the results that includes participants who provided partial data is presented in Appendix I. It should be noted that the two datasets seem to provide results similar to each other. It is Important to state that the analyses in this chapter are related only to perceptions of the participants who returned complete data and the results logically cannot be generalized to any larger population.

Chapter four is organized in the following manner. To begin a description will be given of the pool of participants, using the demographic data collected through Parts 2 (School Demographics), 3 (Principals/NP Teacher, and LCS Background), and 4 (School Reading Program Information) of the survey instrument. Next, the data analyses of responses for the first research question regarding the importance of areas of the principal's literacy knowledge base are reported. Third, the data analyses of the responses for the second research question regarding the responsibility for areas of the literacy knowledge base and importance of the principal's use of areas of the literacy knowledge base are reported. Fourth, the data analyses of the third and final research

question are included on comparisons of subject group responses on each of the areas reported for the first two research questions. The next section of the chapter includes an analysis of the responses on the final area of the first section of the survey, regarding the role of the LCS in the school. Analysis of all group responses is given for each of the questions in this area and then a comparison between groups is presented in this section. A description of the open-ended responses of those participants who chose to complete this part of the survey is given in the sixth section of the chapter. Finally, a summary of all research findings relevant to the three research questions of the study is presented.

The research questions that guided this study were:

1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective literacy instruction?
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal's responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?
3. What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?

PARTICIPANT POOL

There were 4817 survey participation requests distributed to participants of the study through Internet (4692) and USPS (125) mail. Table 1 shows the distribution and number/percentage response of the survey. For the surveys distributed through email, initial non-respondents received a second participation request one week following the initial request. USPS mail non-respondents received a second request two weeks following the initial request.

Table 1
Survey Distribution

Subjects	Sent	Total Response	Percentages Response	Complete Section 1 Survey	Percentage Complete
Principals	1149 Internet	151	13%	89	8%
Non-permanent teachers	2395 Internet	85	3%	40	2%
	75 USPS				
LCS	1149 Internet	266	22%	150	13%
	50 USPS				
Total of	4692 Internet**	481	10%	279 *	6%
All Groups	125 USPS	21	17%		

*Note: This number represents surveys which were used for analyses and results reported on in Chapter 4.

** Note: Of the 4692 Internet letters sent 634 were bounced or blocked and 95 opt outs resulting in a total of 3963 surveys that possibly reached identified subjects. This would make the return percentage 12% instead of 10%.

Of the total of survey participation requests sent out through email 634 were bounced or blocked, and 95 of the participants chose to opt out resulting in a total of 3963 sent to potential respondents. Of this number 481 sent via email were returned, which

was a 12% total return rate. Of the total number of surveys sent out through USPS mail, 21 were returned which was a 17% return rate. Of the 502 surveys returned only those surveys with complete data, 279, were used for the purpose of analyses related to the research questions of this study. Of the 279 participants who completed all items on the survey, 89 were elementary principals, 40 were non-permanent teachers, and 150 were Literacy Curriculum specialists. When speaking of the results for the remainder of this chapter, the researcher has referred to the perceptions of these 279 participants. When comparing group means, the Central Limit Theorem allows us to use statistical tests on groups of as small as 30 without worrying about violating normality assumptions. Our smallest group of 40 allows us to use the common statistical tests with confidence. By limiting our analyses to those who provided complete data, all conclusions will be equally generalizable. To analyze the larger dataset requires an additional assumption that the missing data is missing at random. Possible reasons for the low response rate may be found in the limitations section of Chapter 3.

Table 2 shows the school demographic information from section two of the survey. The majority of participants, 62%, were employed at schools having 400 or more students. Grade organization of schools of participants ranged from PK – 4 through K – 8 with the largest number of participants, 36.7%, employed at schools with a K – 5 grade organization. One of the delimitations of the study was that participants must come from a school that included grades K – 4. The largest percentage of participants, 92%, came from traditional public schools as opposed to academies, charter, or other designations.

Table 2

Participants' School Demographics

School size		Frequency	Valid Percent
1-200	1	17	6.25
201-400	2	88	32.35
401-600	3	127	46.69
600+	4	40	14.71
	Total	272	100.00
School grade configuration		Frequency	Valid Percent
PK-4	1	17	6.37
K-4	2	44	16.48
PK-5	3	41	15.36
K-5	4	98	36.70
PK-6	5	12	4.49
K-6	6	46	17.23
K-8	7	9	3.37
	Total	267	100.00
School Designation		Frequency	Valid Percent
Traditional	1	250	91.91
Academy	2	4	1.47
Charter	3	4	1.47
Other	4	14	5.15
	Total	272	100.00
School Location (population)		Frequency	Valid Percent
Rural (< 3k)	1	58	21.25
Town or Suburb (< 20k)	2	77	28.21
Small City (<50k)	3	55	20.15
Urban (> 50k)	4	83	30.40
	Total	273	100
Free and reduced lunch percentage		Frequency	Valid Percent
X < 25%	1	44	16.36
25% < X < 50%	2	59	21.93
50% < X < 75%	3	84	31.23
X > 75%	4	82	30.48
	Total	269	100
Does your school receive Title I funds?		Frequency	Valid Percent
Yes	1	215	79.04
No	2	57	20.96
	Total	272	100

The location of participants' schools were very evenly distributed with 21.2% from rural (pop.= <3000), 28.2% from town or suburb (pop. = > 3000, < 20,000), 20.1% from small city (pop.,= >20,000,<50,000), and 30.4% from urban city (pop. = > 50,000). Through responses on item five concerning the free and reduced lunch percentages at their school, it was apparent that participants represented schools from various socio economic levels. Percentages ranged from 16.4% with less than twenty-five percent, 21.9% with between twenty-five and fifty percent, 31.2% with between fifty and seventy-five, and 30.5% with over seventy-five percent free and reduced lunch at participants' schools. A majority of participants, 77.1%, reported that their school received Title 1 funds.

Using the participant demographic information from section three of the survey, it was possible to gather some information about the participants themselves. Of educators participating in the study 81.6% were women, and 96% were Caucasian. Table 3 shows the years of professional experience our participants have. It is surprising to find the large number of literacy curriculum specialists who had five or less years of teaching experience although the majority of participants in this position had six or more years of experience as expected.

Table 3
Distribution of Participants Years of Professional Education Experience

Total Years	Principal		Non-Perm		LCS		Total
	Count	%	Count	%	Count	%	
0-5	6	6.7%	29	76.3%	27	18.4%	62
6-10	6	6.7%	4	10.5%	19	12.9%	29
11-20	28	31.5%	3	7.9%	49	33.3%	80
20-30	21	23.6%	2	5.3%	27	18.4%	50
30+	28	31.5%	0	0%	25	17%	53
Total	89	100%	38	100%	147	100%	274

Note. Five of the 279 participants included in the analyses of surveys opted not to include their demographic information

RESEARCH QUESTION #1: LITERACY KNOWLEDGE BASE DATA ANALYSIS

The first research question referenced the importance of the areas of literacy knowledge elementary principals need in order to support effective literacy instruction within the school. Participants have rated by importance their perceptions of the thirteen separate areas of literacy knowledge listed below. Data tables and statistical procedures are provided as documentation of data and descriptions of indicators of conclusive results. All literacy areas identified through the survey are discussed within this section with the exception of those survey items which were connected to the principal's knowledge of the role of the LCS.

The areas of literacy knowledge identified and survey responses analyzed in this section of the chapter are: `

- 2 A. Current thinking and research in literacy instruction
- 2 B. Current researchers, theorists, and thinkers in literacy curriculum and instruction
- 3 A. Ways to facilitate change in literacy curriculum and instruction
- 4 A. Components of literacy instructional models
- 5 A. School district's language arts/literacy curriculum
- 6 A. Language Arts State Standards and Assessments used to determine student mastery
- 7 A. School-based assessments used to determine student mastery of language arts standards
- 8 A. Collecting and analyzing student literacy assessment data
- 9 A. Characteristics of a positive classroom environment supportive of

effective literacy instruction

9 B. School and classroom schedules supportive of effective literacy instruction

10 A. Resources, both in and out of the school or district, supportive of effective literacy instruction

11 A. Quality children's literature

12 A. Strategies and resources used to support struggling readers

Using a five point likert scale participants gave their perceptions of the areas that were Absolutely Essential (1), Very Important (2), Important (3), Somewhat Important (4), or Not Important (5) for elementary principals to have in their literacy knowledge base as instructional leaders.

Table 4 confirms responses concerning the importance of the principals' knowledge of these areas of literacy as being overwhelmingly Absolutely Essential or Very Important. This table is arranged according to the numerical order of the items described in the preceding list within the survey showing the distribution of all participants' responses.

Table 4

Frequency Distribution of Responses for Importance of Literacy Knowledge Areas

Question	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
2A	183	89	7		
2B	80	133	49	16	1
3A	192	80	7		
4A	152	107	20		
5A	206	65	8		
6A	136	115	23	4	1
7A	144	108	22	5	
8A	151	106	21	1	
9A	176	92	10	1	
9B	188	82	8	1	
10A	124	127	26	2	
11A	38	132	86	22	1
12A	141	106	26	6	

In Table 5 which organizes survey items regarding areas of literacy knowledge according to importance, some areas were rated by respondents as having a higher level of importance than other areas ($F(12,3312) = 59.41, p < .05$). These areas include: 5A - School district's language arts/literacy curriculum, 3A - ways to facilitate change in literacy curriculum and instruction, 9B - school and classroom schedules supportive of effective literacy instruction, 2A - current thinking and research in literacy instruction, and 9B - characteristics of a positive literacy classroom environment. Two areas, 2B - knowledge of current researchers, theorists, and thinkers in literacy curriculum and 11A - instruction and knowledge of quality children's literature, were rated as having less important

Table 5

Overall Participant Mean Distribution of Literacy Knowledge Base Areas

Item	Literacy Knowledge Area	Mean	t-value
5 A.	School district's language arts/literacy curriculum	1.29	55.54 _a
3 A.	Ways to facilitate change in literacy curriculum and instruction	1.34	53.01 _a
9 B.	School and classroom schedules supportive of effective literacy instruction	1.36	49.07 _a
2 A.	Current thinking and research in literacy instruction	1.37	51.11 _a
9 A.	Characteristics of a positive classroom environment supportive of effective literacy instruction	1.41	45.71 _a
4 A.	Components of literacy instructional models	1.53	39.20 _a
8 A.	Collecting and analyzing student literacy assessment data	1.54	37.52 _a
7 A.	School-based assessments used to determine student mastery of language arts standards	1.60	32.86 _a
12 A.	Strategies, and resources used to support struggling readers	1.63	30.83 _a
6 A.	Language Arts State Standards and Assessments used to determine student mastery	1.63	31.40 _a
10 A.	Resources, both in and out of the school or district, supportive of effective literacy instruction	1.66	33.13 _a
2 B.	Current researchers, theorists, and thinkers in literacy curriculum and instruction	2.01	19.32 _a
11 A.	Quality children's literature	2.34	13.37 _a

Notes. Items separated by lines are significantly different from those items either above or below. There is no significant difference between items listed between lines. _a All t-values have 278 df, means are being compared to 3.0 $p < .05$.

Very few participants (less than one percent) perceived any literacy knowledge base area as either Somewhat Important or Not Important. Two of those areas, 2 B. knowledge of current researchers, theorists, and thinkers in literacy curriculum and instruction and 11 A. quality children's literature, were the same literacy areas noted as

having a lower number of responses in the Absolutely Essential and Very Important on the Likert scale in Table 3. These results contribute to the conclusion that all areas of literacy knowledge identified in the study were perceived by participating principals, non-permanent teachers, and literacy curriculum specialists to be Important and, in most cases, Absolutely Essential or Very Important.

RESEARCH QUESTION #2: RESPONSIBILITY FOR AND USE OF LITERACY KNOWLEDGE BASE DATA ANALYSIS

The second research question of the study focused on the principal's responsibility for, and use of their literacy knowledge base within the school to support effective instruction.

Responsibility for literacy areas within the classroom and school

While it was critical to identify the importance of areas of literacy knowledge principals need as instructional leaders within the school, it was also critical to evaluate perceptions of who was most responsible for implementation of those areas within the school. The five point Likert scale went from All Teacher (1), Most Teacher, Some Principal (2), Both Teacher and Principal (3), Most Principal, Some Teacher (4), and All Principal (5) being most responsible for the area of literacy described. The items of the survey that addressed responsibility follow.

Who is most responsible for:

3 D. leading literacy change

4 D. providing information about literacy instructional programs

5 D. assuring implementation of district language arts/ literacy curriculum

6 D. assuring language arts state standards are incorporated into classroom instruction to prepare students for state assessments

7 D. assuring LA school-based assessments are used to determine student progress

8 E. collecting and analyzing data from literacy assessments to determine future needs and goals of instructional program

8 F. collecting and analyzing data from literacy assessments to determine student progress

9 E. setting up classroom environment

9 F. responsibility for setting up daily schedule

10 E. finding resources/consultants to improve literacy instruction

11 D. identifying quality children's literature for use in school

12 D. finding resources and strategies to support struggling readers

Using the mean of total distribution of responses, it was possible to order the perceptions of respondents of responsibility for implementation of literacy knowledge areas. Table 6 shows the mean distribution of participants' perceptions using a Likert 5 point scale indicating that the literacy area is the responsibility of: 1 - All Teacher, 2 - Most Teacher, Some Principal, 3- Both Teacher and Principal equally, 4 - Most Principal, Some Teacher, or 5 - All Principal.

Through the analysis of mean distribution as shown in Table 5 participant responses concerning responsibility for areas of literacy knowledge were perceived as mainly the responsibility of **Both Teacher and Principal** to **Most Teacher, Some Principal**. Also shown in Table 4 groups of some areas of literacy were shown to be

somewhat different from other groups as far where responsibility is focused through perceptions of participants.

Table 6

Means of Items Concerning Responsibility

Item	Literacy Area	Mean	t-value*
9E.	setting up classroom environment	1.91	-28.09 _a
11D.	identifying quality children's literature	2.24	-17.69 _a
8F.	collect/analyze data for student progress	2.30	-16.18 _a
9F.	setting up daily classroom schedule	2.42	-10.29 _a
6D	implementing language arts state standards	2.53	-11/07 _a
12D.	finding resources/consultants to support lit. instr.	2.60	-9.28 _a
8E.	collect/analyze data to determine future needs/goals	2.76	-5.08 _a
7D.	assuring LA school-based assessments used	2.78	-4.61 _a
5D	implementation of District LA Standards	2.88	-2.38 _a
4D	providing info about lit. instructional programs	3.04	0.87 _a
3D	leading literacy change	3.20	4.38 _a
10E.	find resources/consultants to improve lit. instruction	3.41	9.17 _a

Notes. _a All t-values have 278 df, means are being compared to 3.0 $p < .05$. Items separated by lines are significantly different from each other.

Use of literacy knowledge base with teachers to improve instruction

As reported through this study, participants believed it was essential for elementary principals to have an extensive literacy knowledge base. Results of the study indicated participants perceived it was also critical for principals to be able to share and

use this knowledge in various ways in support of effective literacy instruction within the school. Survey items were used to measure the participants' perceptions of the importance of principals either sharing or using their literacy knowledge base for different purposes such as giving feedback after observations or to improve student achievement. These items indicated the importance of principals being able to:

- 3 B. Facilitate change in literacy curriculum and instruction
- 4 B. Share knowledge of literacy instructional models when giving observation feedback to teachers
- 5 B. Share knowledge of district language arts/literacy curriculum when planning and working with teachers
- 6 B. Use Language Arts (LA) state standards and assessments in determining student mastery for school-wide improvement
- 7 B. To use school-based assessments in determining student mastery language arts standards
- 8 B. To collect and use literacy assessment data to determine instructional program future needs and goals
- 8 C. To collect and use literacy assessment data to determine student progress
- 9 C. Share knowledge of characteristics of effective literacy environments and schedules when planning and working with teachers
- 10 B. Use knowledge of literacy resources when identifying and planning professional development
- 10 C. Use knowledge of literacy resources when giving teachers observation feedback to improve instruction

11 B. Use knowledge of quality children's literature when working with teachers

12 B. Share strategies and resources for struggling readers with teachers

Since the items above varied in their description of the ways and purposes for sharing or using the literacy knowledge, it was not possible to do an overall comparison between items. However, it was possible to gauge the participants' perceptions of the importance of each item through the tallying of responses given the five point Likert scale used to measure the degree of importance. Table 5 gives the frequency distribution of responses from all participants.

Table 7 reveals that a majority of participants considered all described uses of literacy knowledge areas by the principal to be either Absolutely Essential or Very Important with exception of 11B - The principal's ability to use knowledge of quality children's literature when working with teachers.

Table 7

Frequency Distribution of Responses for Importance of Use of Literacy Area Knowledge

Question	Absolutely Essential	Very Important	Somewhat Important	Not Important
3B	203	70	6	
4B	174	92	3	
5B	192	77	9	1
6B	154	101	23	1
7B	106	119	41	12
8B	167	88	22	1
8C	132	94	46	5
9C	130	120	24	5
10B	144	119	15	1
10C	130	120	24	5
11B	47	121	84	25
12B	135	108	32	4

Table 8 presents the mean distribution of importance of use for each literacy area. The highest ranked literacy area was 3B - The principal's ability to facilitate change in literacy curriculum and instruction. The literacy area use of least importance appeared to be 11B - Ability to use knowledge of quality children's literature when working with teachers. These results mirror the result from the first research question.

Table 8

Mean Distribution of Importance of Use of Literacy Area Knowledge

Item	Area of literacy	Mean
3B	Ability to facilitate change in literacy curriculum and instruction	1.29
4B	Share knowledge of literacy instructional models when giving observation feedback to teachers	1.42
5B	Share knowledge of district language arts literacy curriculum when planning and working with teachers	1.35
6B	Use language arts state standards and assessments in determining student mastery for school-wide improvement	1.54
7B	Ability to use school-based assessments in determining student mastery of language arts standards	1.86
8B	Ability to collect and use literacy assessment data to determine instructional program future needs and goals	1.50
8C	Ability to collect and use literacy assessment data to determine student progress	1.75
9C	Share knowledge of characteristics of effective literacy environments and schedules when planning and working with teachers	1.35
10B	Use knowledge of literacy resources when identifying and planning professional development	1.54
10C	Use knowledge of literacy resources when giving teachers observation feedback to improve instruction	1.66
11B	Ability to use knowledge of quality children's literature when working with teachers	2.33
12B	Ability to share strategies and resources for struggling readers with teachers	1.66

Use of literacy knowledge base with teachers, parents, and children

In addition to assessing perceptions regarding the responsibility for and importance of how principals may use areas of their literacy knowledge base, it was also critical to know the importance of which principals use and share their literacy knowledge with. Items in the survey addressed three school constituent groups principals interact with on a daily basis: faculty, parents, and children. Participants gave their perceptions of how important it was for the principal to share or use each area of their knowledge with each of these constituent groups. The survey items used for this purpose for each group were How important is it for the principal to:

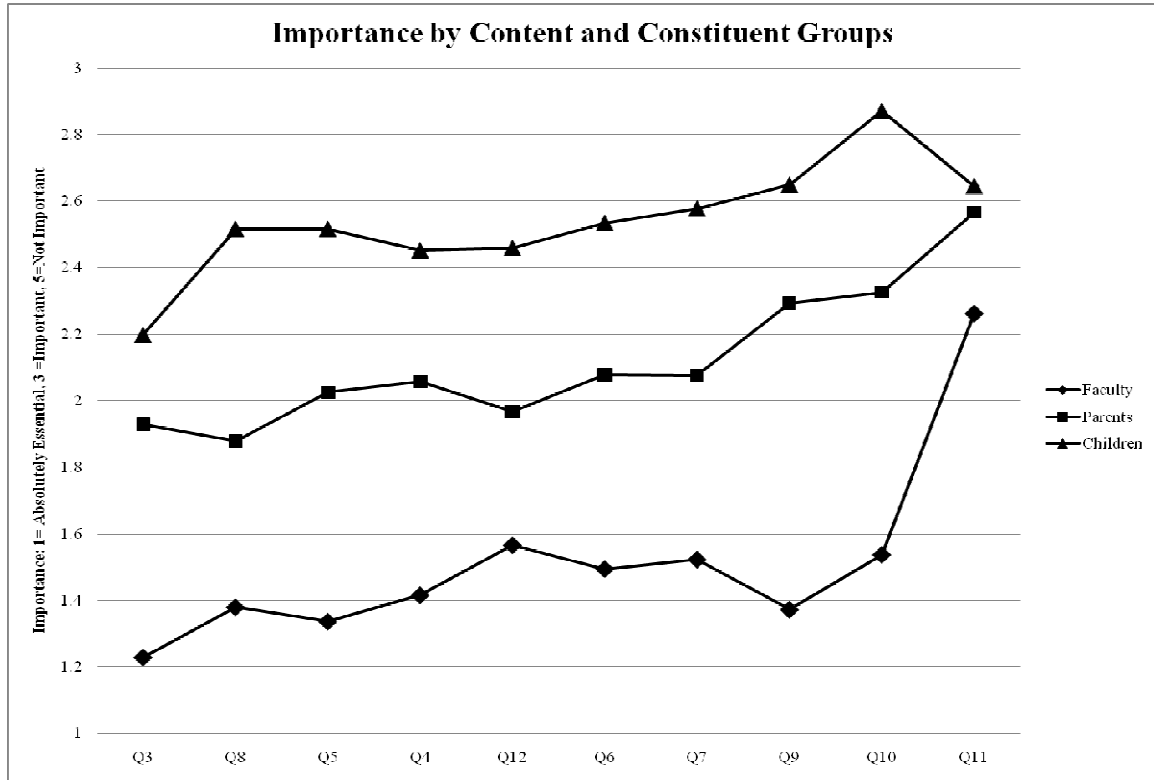
- 3 C. Share ways to facilitate change in literacy curriculum and instruction with this group
- 4 C. Share knowledge of literacy instructional programs with this group
- 5 C. Share knowledge of district language arts/literacy curriculum with this group
- 6 C. Share knowledge of LA state standards/assessments with this group
- 7 C. Share knowledge of school-based LA assessments with this group
- 8 D. Ability to share results of literacy data analysis with this group
- 9 D. Share knowledge of characteristics of classroom environment and schedule supportive of effective literacy instruction with this group
- 10 D. Share knowledge of literacy resources to improve instruction and increase student achievement with this group
- 11 C. Share knowledge of quality children's literature with this group

12 C. Share programs, strategies, and resources for struggling readers with this group

Figure 1 shows participants' perceptions concerning the importance of use of literacy knowledge areas with the different constituent groups of the school. Survey items in Figure 1 are ordered according to the overall ranking of importance. None of the means of any of the literacy area items were above three (largest $M = 2.87$) indicating that the participants perceive that it is between Essential to Important for the principal to be able to share the identified areas of their literacy knowledge with all three constituent groups. Across all literacy areas, sharing with faculty is believed to be more important than sharing with parents which is believed to be more important than sharing with children (Wilk's Lambda=0.40, $F(2,275)=207.82$, $p < .05$ comparing faculty to parents, $F(1,276)=274.99$, $p < .05$; comparing parent to children, $F(1,276) = 330.21$, $p < .05$). Sharing literacy area knowledge with faculty was believed to be Absolutely Essential rather than Very Important for nine of ten of these areas, (smallest t-value - 10.19, $p < .05$). Sharing the content area of quality children's literature with faculty ($M=2.26$), while still perceived as Very Important ($t=13.45$, $p < .05$), was not seen as critical as any of the other content areas.

Figure 1 shows participants' perceptions as having a clear delineation between school constituent groups as far importance of using and sharing knowledge of different literacy areas. It is clear the principal must be able to use and share areas of literacy knowledge with faculty. It was also more important for the principal to share their literacy knowledge with parents than children, but still very important to share with children.

Figure 1



RESEARCH QUESTION#3: COMPARISON BETWEEN PARTICIPANT GROUPS

PERCEPTIONS DATA ANALYSIS

The third research question of the study focused on comparing group perceptions to find existing similarities and differences on the first two research questions regarding the principals' literacy knowledge base, as well as their responsibility for and use of that knowledge within the school.

Comparison of subject groups' perceptions of literacy knowledge base

Principals', non-permanent teachers', and literacy curriculum specialists' perceptions of the importance of the knowledge base agree with each other ($F(2,276)=2.53, p > .05$). However, there were particular items in the knowledge base

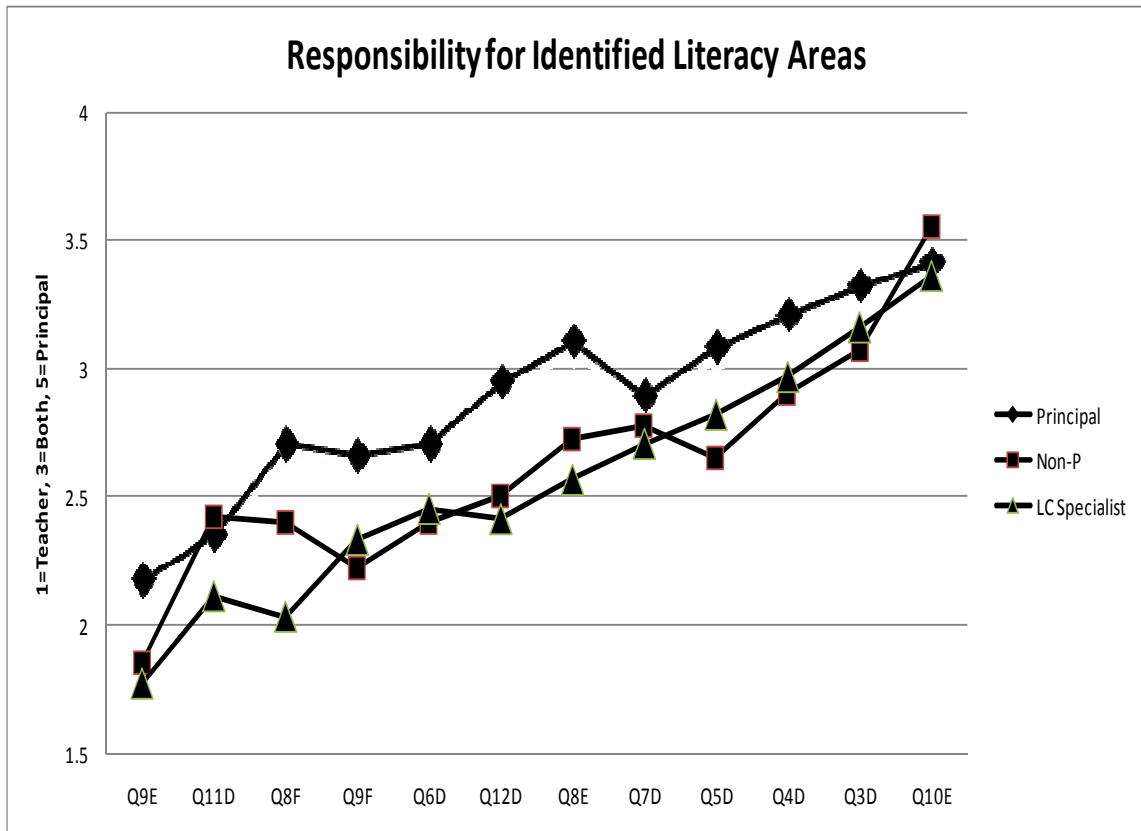
where the groups perceptions of importance differed ($F(24,3312)=2.135$, $p < .05$). In particular, principals perceived 2A, current thinking and research in literacy instruction, to be more important ($M=1.24$) than non-permanent teachers did ($M=1.50$; $F(2,277)=4.62$, $p < .05$); both principals ($M=1.28$) and literacy curriculum specialists ($M=1.30$) perceived 3A, ways to facilitate change in literacy curriculum and instruction, to be more important than non-permanent teachers did ($M=1.60$; $F(2,276)=6.14$, $p < .05$); principals ($M=1.35$) perceived 8A, collecting and analyzing student literacy assessment data, to be more important than literacy curriculum specialists ($M=1.61$) and non-permanent teachers did ($M=1.70$; $F(2,276)=6.25$, $p < .05$); and principals ($M=1.46$) perceived 12A, strategies and resources used to support struggling readers, to be more important than non-permanent teachers did ($M=1.80$; $F(2,276)= 3.89$, $p < .05$). Only differences that survived Tukey's HSD procedure are reported. It is essential to note that the differences described are small, and none of the importance ratings for any participant group was larger than 2.0 (i.e. none less important than "Very Important").

Comparison of group perceptions of responsibility for literacy areas

The comparison of group responses concerning responsibility for different literacy areas yielded more similarities than differences. Overall means of responses of each group ranged fairly close, within one point, to each other in all areas. Figure 2 shows perceptions regarding responsibility for literacy areas by participant groups. Most participant group responses indicated that responsibility for all literacy areas was the responsibility of both teachers and principals. The principals saw themselves as more responsible for the areas surveyed than the non-permanent teachers and the literacy curriculum specialists did, who did not differ from each other ($F(2,276)=18.62$, $p < .05$;

Tukey HSD used to compare groups). Setting up the classroom environments was the area all three groups perceived the teacher as having the most responsibility, while finding resources and consultants to improve literacy instruction was perceived by all groups as Most Principal, Some Teacher responsibility.

Figure 2



Comparison of group perceptions of principal's use of literacy knowledge areas

Of twelve items used to measure perceptions of the importance of the principals' use of literacy knowledge areas, only two showed differences among the participant groups. Item 8B, ability to collect and use literacy assessment data to determine instructional program future needs and goals, was perceived to be more Important by

principals ($M=1.33$) than by non-permanent teachers ($M=1.63$, $F(2,276)=4.31$, $p < .05$). Item 8C, ability to collect and use literacy assessment data to determine student progress was perceived to be more Important by principals ($M=1.46$) than by literacy curriculum specialists ($M=1.91$, $F(2,276)=8.47$, $p < .05$) Both differences were confirmed using Tukey's HSD procedure. The other ten items did not differ in their perceived importance among the three groups of participants.

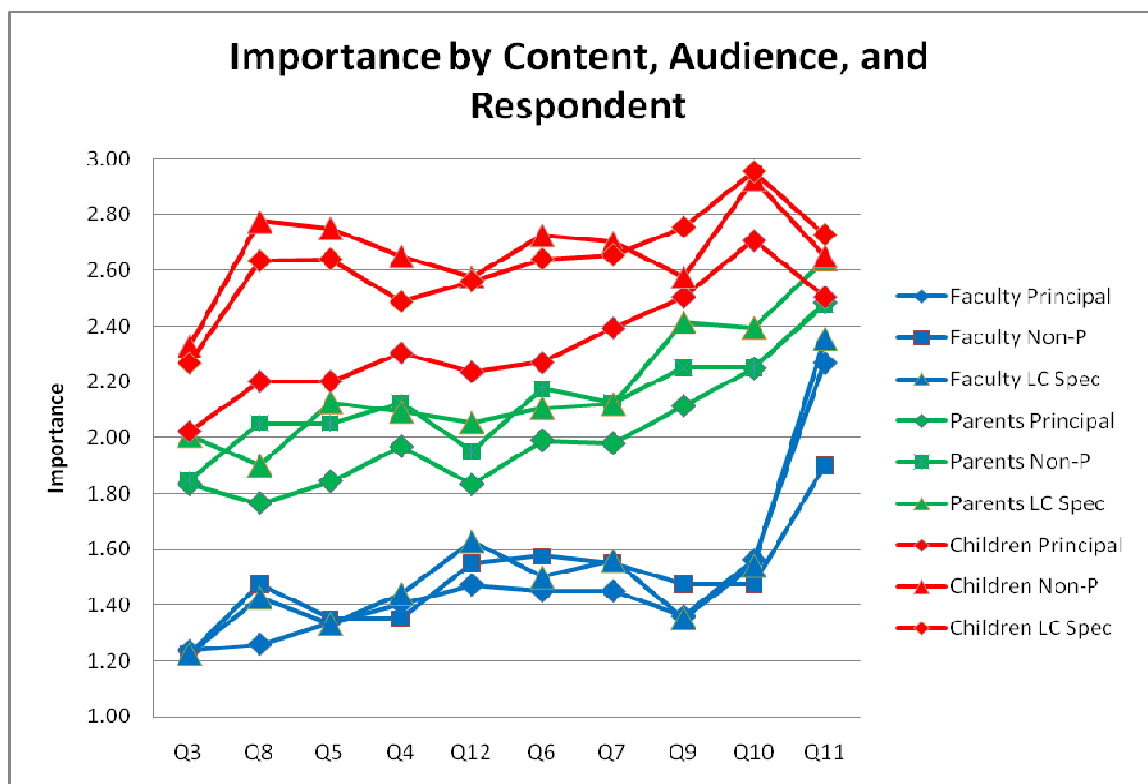
Comparison of group perceptions regarding use of literacy knowledge base with teachers, parents, and children

The between groups ANOVA did find a difference ($F(2,276)= 2.57$, $p < .05$) among the principals, non-permanent teachers, and literacy curriculum specialists concerning the importance of the principals use of areas of literacy knowledge with different constituent groups, but the follow up Tukey HSD did not find any two groups to be different from each other. The two two-way interactions with participant group were not significant (Item by Participant Group Wilk's Lambda = 0.94, $F(18,538)=0.96$, $p > .05$; Audience by Participant Group Wilk's Lambda = 0.97, $F(4,552)=2.00$, $p > .05$). While there is a significant three-way interaction among content, audience, and respondent groups (Wilk's Lambda = 0.81, $F(36,518)=1.59$, $p < .05$), because there were no specific hypotheses concerning this interaction, the number of possible interaction comparisons is very large, and no simple pattern emerged, the results are not presented here.

Figure 3 indicates there are differences in perceptions among participant groups concerning the importance of using and sharing areas of literacy knowledge with specific

constituent groups within the school. Overall, all three participant groups rated sharing areas of literacy knowledge with teachers as being more important than with parents, and parents more important than children with the exception of sharing quality children's literature. Principals rated importance of using and sharing areas of literacy knowledge with children slightly higher than non-permanent teachers or LCS. A visual inspection of Figure 3 provides confirmation that there is an interaction, but that the pattern of results is not easily identifiable.

Figure 3



LITERACY CURRICULUM SPECIALIST ITEM ANALYSIS

One section of part I of the survey concerned the elementary principals' knowledge and support of the role the Literacy Curriculum Specialist (LCS). Only those

respondents who indicated they had an LCS in their school were asked to respond to these survey items. There were four items which mirrored the items for the other literacy areas. Of the 279 respondents whose complete survey responses were used for this study's survey data analysis, 230 indicated that "yes" they had an LCS in their school, 49 participants indicated "no". The items included that addressed the LCS were importance for the elementary principal:

13 A. To have the knowledge of the job description and role of the school's LCS

13 B. To have the ability to share knowledge of the job description and role of the LCS with teachers

13 C. To have the ability to support the work of the LCS with teachers, parents, and children

The last item (13 D) dealt with the responsibility of advocating for the role of the LCS as by a rating scale of All LCS(1), Most LCS, Some Principal (2), Both LCS and Principal (3), Most Principal, Some LCS (4), and All Principal (5) being most responsible.

Table 9 indicates, similar to the results concerning the importance of the other identified literacy knowledge base areas, over 90% of each participant group responded it was either Absolutely Essential or Very Important for the principal to have knowledge of the job description and role of the school's LCS and to be able to share this knowledge in support of the work of the LCS within the school. The pattern for sharing this knowledge with different constituent groups, faculty, parents, and children, within the school was essentially the same as with the other literacy areas identified within the survey. All three groups indicated it was Absolutely Essential to Very Important for the principal to be

able to support the work of the LCS with faculty, Very Important to Important with parents and just a slightly lesser degree with children. Advocating for the role of the LCS within the school was perceived as ranging from Both LCS and Principal to Most Principal, Some LCS by a majority of participants.

Table 9

Mean and Frequencies of LCS Items

Question	1 Absolutely Essential	2 Very Important	3 Important	4 Somewhat Important	5 Not Important	Mean
13A	162	61	4			1.30
13B	146	67	13	1		1.42
13C						
Faculty	173	48	6			1.26
13C						
Parents	90	87	40	9	1	1.87
13C						
Children	76	75	51	17	8	2.15
	1 All LCS	2 Most LCS, Some Principal	3 Both LCS And Principal	4 Most Principal, Some LCS	5 All Principal	Mean
13D	3	26	133	58	7	3.18

Note: Three participants provided incomplete data on these items and were not included in this analysis.

OPEN-ENDED RESPONSE ANALYSIS

The last item on part one of the survey asked participants to list any other areas perceived to be important for the principals' literacy knowledge base in order to effectively support literacy instruction within the school. Participants submitted eighty comments. After reviewing and analyzing the comments, they were categorized into three classifications: literacy knowledge topic areas, principal actions, and random comments. There were thirty-five comments about literacy knowledge topic areas and

twenty-six comments about what principals need to do to support effective literacy instruction. The rest of the open-ended responses were random comments, which were not related to the purposes or research questions of this study. Several of these random comments highlighted that the survey appeared to be comprehensive on the research topic.

Comments on principals' literacy knowledge base

The first set of comments on areas of literacy knowledge the principal should have were divided into four strands: resources, strategies and resources for diverse populations, instructional components of literacy, and parent involvement. Of the four strands most comments were directed toward the need for principals' to have knowledge of literacy strategies and resources used for diverse populations such as Special Education, ESL, and Gifted Students. Examples of these comments were "principals must have an understanding of how special populations in their school learn best" or "I found it interesting that up to this point your survey has not mentioned ELL or ESL students at all. Those students are an extremely important aspect of the literacy growth and development of a school." There were suggestions that principals needed to have a comprehensive understanding of Response to Intervention (RTI). Comments indicated principals should have "an understanding of RTI and when is the time to evaluate and rule in or rule out a possible learning disability," or principals should have knowledge "of what the schedule is for monitoring intervention progress and what the procedures are for assessing this progress on a regular basis."

Next, literacy knowledge strand receiving the second most comments concerned instructional components of literacy. Participants suggested principals should know

about “differentiated instruction”, the “balanced literacy framework”, and “writing strategies.” Concerning literacy resources, several participants suggested that the principal be familiar with technology programs, like “Accelerated Reader” and should “know how to write grants that would offer more services to the children with literacy needs.” Finally, a few participants commented on the importance of the principals’ knowledge of ways to educate parents concerning literacy instruction.

Comments on what principals need to do to support literacy instruction

Participants in the second strand of comments were evenly divided between what principals need to do when working with teachers and the actions of the principal within the school. Concerning working with teachers several participants suggested it was Important for the principal to monitor what teachers were doing in the classroom. Comments suggested teachers needed to know that principals were watching what was taking place in the classroom. Some examples included were “unfortunately it seems that teachers need to know that someone is checking to see if they are doing what is expected,” and “principals must be willing to observe teachers to make sure the teachers are following the literacy program in place at their school.” On the other hand, several participants’ comments spoke of the need for principals to team with teachers. Examples included: principals should have the “ability to work with teams in a collaborative learning community” and be able to “arrange teacher teams that support collaboration and mentoring/peer support in areas of literacy.”

Concerning principal actions within the school, comments underlined the importance of being visibly in support of literacy instruction whether it was participating in in-services, monitoring teachers in the classroom, teaming with teachers, modeling

literacy strategies, or sharing the love of reading with children. Comments which exemplify this included: “Principal need to visit classrooms briefly and frequently to get a feel for what is happening in classrooms on a daily basis,” “Principals should reach children on a personal level and display their love of reading.” “Although the principal should be knowledgeable of current research, it is his or her ability to support the district initiatives and motivate the staff that makes the most positive impact on literacy.”

SUMMARY OF SIGNIFICANT FINDINGS

Table 10 gives the summary of significant findings with references to statistical measures of significance within chapter four.

Table 10

Significant Research Results

Research Question	Significant Findings
1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals’ need to support effective literacy instruction?	<p>1. All 13 areas of literacy knowledge are perceived to be significantly more important than Important.</p> <p>2. All 13 single sample t-tests comparing survey responses to a hypothesized mean of 3.0 , (Important) were significant at $p < .05$ (Table 5)</p> <p>3. 13 areas were divided into three significantly different levels of importance with the least important level being roughly equal to Very Important (See Table 5)</p>
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal’s responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?	<p>Responsibility:</p> <p>a. 9 of 12 areas were perceived as being significantly more the responsibility of Most Teacher, Some Principal</p> <p>b. 3 of the 12 areas were seen as being significantly more the responsibility of Both Teacher and Principal.</p>

	<p>c. Item 4D with a mean of 3.04 was significantly different from the null hypothesis mean of 3.0 (See Table 6)</p> <p>Use:</p> <p>a. All 12 literacy areas of literacy knowledge use were perceived to be significantly more important than Important (3.0)</p> <p>b. All 12 single sample t-tests comparing the survey responses to a hypothesized mean of 3.0 were significant at $p < .05$ (see Table 7)</p> <p>Use with school constituent groups:</p> <p>a. Using literacy knowledge is more important with faculty than parents, and more important with parents than with children (see discussion with Figure 1 on page 91 for statistical tests and their results).</p>
<p>3. What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?</p>	<p>a. On average across areas, the three groups perceptions of the importance of the literacy knowledge base were not significantly different from each other, but on individual items, there were significant differences. Those significant differences, while not important, are described on page 93</p> <p>b.. Principals saw themselves as more responsible for the areas surveyed while the teachers, both LCS and non-permanent, saw themselves as more responsible for the areas surveyed ($F(2,276)=18.62, p < .05$)</p> <p>c. Other statistically significant differences are described on pages 95-96 including an un-interpretable three-way interaction</p>

DESCRIPTIVE SUMMARY OF FINDINGS

Chapter four presented the analysis of data collected and reported results from 279 complete surveys from principals, non-permanent teachers, and LCS, with regards to the research questions of the study. While these analyses were done using only the data from completed participant surveys the results appear to mirror the data collected from “all participants” who responded to any of the items on Part I of the survey. Responses from a total of 502 participants are part of this data set. All data collected from the research survey from all participants is reported in Appendix J.

The major findings of the analyses that were completed with regards to each of the research questions were:

1. Elementary Principals, Non-permanent Teachers, and Literacy Curriculum Specialists who participated in the study perceived that that all areas of literacy knowledge identified within the survey, with the exception of quality children’s literature, were either Absolutely Essential or Very Important for the elementary principal to have in their literacy knowledge base. Importance was rated on a five – point Likert Scale from Absolutely Essential to not important. Mean scores for all areas of literacy knowledge identified ranged from 1.29 for knowledge of the “school district’s language arts/literacy curriculum, to 2.34 for knowledge of “quality children’s literature”.
2. Research question two was concerned the responsibility for and the principal’s use of areas of literacy knowledge. Most areas of literacy were perceived by Elementary Principals, Non-permanent Teachers, and Literacy Curriculum Specialists as being between the responsibility of Most Teacher,

Some Principal, or Both Teacher and Principal with the average mean of all areas being 2.60 using a Likert Scale ranging from 1 = All Teacher, 3 = Both Teacher and Principal, 5 = All Principal. Mean scores for responsibility of literacy areas ranged from 1.91 for setting up a classroom environment supportive of literacy instruction to 3.41 finding resources/consultants to improve literacy instruction.

Participant groups perceived the importance principal's use of areas of literacy knowledge to be between Absolutely Essential to Very Important, with an average of all mean distributions being 1.60 out of a five point Likert scale. Survey items used to assess group perceptions concerning the importance of the principals' use of the areas of literacy knowledge differed in how and the purpose for use so it was not possible to do a statistical analysis between items.

Perceptions of all participant groups showed significant differences in the constituent groups (teachers, parents, and children) the principal should be able to share their literacy knowledge with. As seen in Figure 1 it was reported by participants that it was more important for the principal to be able share all areas of their literacy knowledge with teachers than parents and children, and more Important principals to share literacy knowledge with parents than children. The one exception was the area of sharing knowledge of quality children's literature, which was seen as least important to share with teachers and most important to share with children.

3. Research question three was concerned with comparisons between participant group perceptions on the first two research questions. It was important to see what similarities and differences existed between principals, non-permanent

teachers, and LCS concerning the importance of areas of the principal's literacy knowledge base and responsibility for and use of those literacy areas with teachers and other school constituents. Overall the three groups appeared to have more similarities than differences between the three groups perceptions reported in this study.

Concerning the importance of areas of the principal's literacy knowledge the perceptions of the three participant groups agree with each other ($F(2,276)=2.53, p>.05$). There were some areas where significant differences did exist as reported, but none of the importance ratings for any participant group was larger than 2.0 Very Important meaning all groups believed all literacy areas identified to be Absolutely Essential or Very Important for the principal to have in their literacy knowledge base.

More participant group responses concerning the responsibility for areas of literacy knowledge yielded more similarities than differences. Means of each groups responses ranged fairly close, within one point to each other in all areas.

Principals, non-permanent teachers, and LCS responses concerning their perceptions of the principal's use of areas of literacy knowledge for different purposes as described in the survey items also yielded many more similarities than differences. Two literacy knowledge areas having to do collecting and using literacy assessment data for either determining program future needs or goals, or to determine student progress was seen as more important by principals than teachers or LCS.

Finally, two way interactions concerning the importance of principal's ability to share their knowledge of different literacy areas with different constituent groups, teachers, parents, and students were not significant indicating agreement between participant groups' perceptions.

CHAPTER 5

FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF STUDY

The purpose of this study was to discover and compare perceptions of three groups of elementary educators concerning the importance of areas of principal's literacy knowledge, as well as responsibility for, and use of this knowledge to support an effective literacy instructional program. The elementary educators selected and invited to participate in the study included elementary principals, non-permanent teachers, and literacy curriculum specialists (LCS) in all Indiana public elementary schools containing grades K – 4. Twelve areas of literacy knowledge were identified, supported through the review of the literature, to focus educator perceptions for the purposes of this study.

These literacy areas included:

1. Literacy Research and Best Practice
2. Role of Change Agent in Literacy Curriculum and Instruction
3. Literacy Instructional Components
4. District Language Arts Curriculum
5. Language Arts State Standards and Assessments
6. School-Based Literacy Assessments
7. Literacy Data Collection and Analysis
8. Literacy Classroom Environments and Schedule

9. Literacy Instructional Resources
10. Quality Children's Literature
11. Meeting Struggling Readers Needs
12. The School Literacy Curriculum Specialist

The research questions that guided this study were:

1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective literacy instruction?
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal's responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?
3. What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?

A survey was designed by the researcher to collect data on participants' perceptions with regard to the purposes and research questions that were the focus of the study. An informational letter and invitation to participate with a link to the survey was sent out to 4692 educators with identified email addresses using SurveyMonkey.com. Of the number of Internet letters and surveys sent out, a substantial number were either blocked (634) or subjects "opted out" (95). From the Internet mailings that did get

through, data was collected from a total of 481 participants, which was 12% return rate. However, not all Section I questions were completed on all of these surveys in.

When an email address could not be located for an educator, the information letter and survey were sent, a total of 125, through U. S. USPS mail. A total of 21 U. S. USPS surveys were returned which was a 17% return rate. All Section I questions on these surveys were completed. Reminders were sent out for both Internet and U. S. USPS mailed invitations to participate to increase the response rate.

For the purposes of data analysis a decision was made to use only the surveys where participants had completed all items on Section 1 (with the exception of the items addressing the LCS), or a total of 279 participant surveys. Of the 279 completed surveys used for data analysis, participants included: 89 principals, 40 non-permanent teachers, and 150 LCS. Data collected (including the uploaded data from the U.S. USPS mailed surveys) from these 279 participant surveys using SurveyMonkey.com were downloaded to excel spreadsheets, tabulated, and then analyzed using quantitative methods of analysis through the use of the Statistical Package for the Social Sciences.

RESEARCH QUESTIONS AND FINDINGS

Analyses of the results yield the following responses to each of the research questions.

Research Question 1: What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective literacy instruction?

Answers to Question 1: A five point Likert Scale was used to collect data indicating participants' perceptions of importance of each identified area of literacy knowledge. The categories included: 1- Absolutely Essential, 2 – Very Important, 3 – Important, 4 – Somewhat Important, 5 – Not Important. Overall perceptions of 75% or more of all three participant groups indicated that it was Absolutely Essential to Very Important for principals to have knowledge of **all** identified areas of literacy with the exception of Quality Children's Literature (61%). Means for all areas ranged between 1.29 and 2.34. Few participant's responses, were in the Somewhat Important or Not Important categories for any of the literacy areas. Some areas were rated as having a higher level of importance, with means ranging from 1.29 to 1.41, than others ($F(12,3312) = 59.41$, $p < .05$). These areas included the principals' knowledge of: School district's language arts/literacy curriculum, Ways to facilitate change in literacy curriculum and instruction, School and classroom schedules supportive of effective literacy instruction, Current thinking and research in literacy instruction, and Characteristics of a positive literacy classroom environment. There were two areas that were deemed least important with means, respectively of 2.01 and 2.34, knowledge of: Current researchers, theorists, and thinkers in literacy curriculum and instruction, and Quality children's literature.

Research Questions 2: What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal's responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?

Answers to Question 2: Answers for question 2 are separated into three parts. First, data concerning participants' perceptions regarding who was most responsible for the identified areas of literacy knowledge was collected and analyzed using a five point Likert scale with categories that included responsibility being: 1 - All Teacher, 2 - Most Teacher, Some Principal, 3 - Both Teacher and Principal, 4 - Most Principal, Some Teacher, and 5 - All Principal. Using the average mean of distribution (2.60) for all literacy areas, participants perceived most literacy areas as being the responsibility being between Most Teacher, Some Principal (2) and Both Teacher and Principal (3).

While setting up the literacy classroom was viewed largely the responsibility mostly of the teacher with some responsibility of the principal with a mean of 1.91, none of the literacy areas were considered to be mostly or all of the principal's responsibility.

The second part of research question 2 was concerned with the importance of the principals' use of the identified areas of literacy through various actions. A five point Likert Scale was used for participants' to indicate their perceptions of the importance of the principals' use of each identified area of literacy knowledge. The categories included: 1- Absolutely Essential, 2 – Very Important, 3 – Important, 4 – Somewhat Important, 5 – Not Important. Since there was a variance in the description of the ways and purposes for sharing or using the literacy knowledge, it was not possible to do a comparison between items. However, means of distribution for the use of all literacy areas ranged from between 1.29 to 1.86, indicating participants perceived it was Absolutely Essential to Very Important for principals to be able to use **all** areas (with one exception) of identified literacy knowledge in various capacities. The only exception was

the principals' use of their knowledge of quality children's literature with faculty with a mean of 2.33 making it Very Important to Important.

The last part of data analysis for research question 2 was concerned with the importance of the groups principals use and share their literacy knowledge with. Perceptions concerning the importance of the principals' use of literacy knowledge with three school constituent groups, faculty, parents, and children, were collected and analyzed once again using the same Likert five point scale indicating categories of importance. Results showed sharing literacy knowledge with faculty was believed to be Absolutely Essential rather than Very Important for 10 of the 11 areas surveyed (smallest t-value – 10.19, $p < .05$). Sharing the content area of quality children's literature was again seen as least important while still within a mean of 2.26. The principal's ability to share their literacy knowledge with parents was perceived as more important than with children and less important than teachers (Wilk's Lambda=0.40, $F(2,275)=207.82$, $p < .05$; comparing faculty to parents, $F(1,276)=274.99$, $p < .05$; comparing parent to children, $F(1,276) = 330.21$, $p < .05$).

Research Question 3: What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?

Answers to Questions 3: For the purposes of answering research question three, analyses of the data collected were done between groups to see what similarities and differences existed in group perceptions of the first two research questions.

With respect to research question one concerning the importance of areas of the principals' literacy knowledge, principals', non-permanent teachers', and LCS's perceptions agree with each other ($F(2,276)=2.53, p>.05$). While there were particular items in the knowledge base where groups differed and were reported in chapter four having survived Tukey's HSD procedure, the differences were small, and none of the importance ratings for any participant group was larger than 2.0 (Very Important).

Comparison analyses for research question 2 were separated into three parts. The first comparison concerning the responsibility for different literacy areas yielded more similarities than differences between the three participant groups. Overall means of responses of each group was close, within one point, of each other in all areas. However, as reported, the principals saw themselves as more responsible, for the literacy areas surveyed, than the non-permanent teachers or LCS, whose perceptions did not differ significantly from each other ($F(2,2276) = 18.62, p<.05$; Tukey HSD used to compare groups). All groups perceived the teacher as having the most responsibility for setting up the classroom environment, while finding resources and consultants as the responsibility of Most Principal, Some Teacher.

Of twelve survey items used to measure perceptions of the importance of the principal's use of literacy knowledge areas, ten items did not differ in their perceived importance among all three groups of participants. Only two uses of literacy area knowledge showed differences among participant groups. The ability to collect and use literacy assessment data to determine instructional program future needs and goals, was perceived to be more important by principals ($M=1.33$) than non-permanent teachers ($M=1.63, F(2,276)=4.31, p<.05$). The ability to collect and use literacy assessment data

to determine student progress was perceived to be more important by principals ($M=1.46$) than by LCS ($M=1.91$, $F(2,276)=8.47, p<.05$).

Finally, the between groups ANOVA did find a difference ($F(2,276)=2.57$, $p<.05$) among the principals, non-permanent teachers, and literacy curriculum specialists regarding the principal's use of areas of literacy knowledge with different school constituent groups. The follow up two-way Tukey HSD did not find any two groups to be different from each other in their perceptions of the principal's use of any areas of literacy knowledge with faculty, parents or children. While there is a significant three-way interaction among content, audience, and respondent groups (Wilk's Lambda = 0.81, $F(36,518)=1.59$, $p < .05$), because there were no specific hypotheses concerning this interaction, the number of possible interaction comparisons is very large, and no simple pattern emerged.

DISCUSSION OF FINDINGS

This study was designed to discover the perceptions of principals, non-permanent teachers, and literacy curriculum specialists concerning the importance of areas of literacy knowledge elementary principals need in order to support effective literacy instruction within the school. There is little doubt from the data collected that a large percentage of members of all three groups perceived all literacy areas identified to be either Absolutely Essential or Very Important for the principal to have in their literacy knowledge base. There were only two literacy areas that were perceived as being Very Important to Important by the three groups. The first of these two areas was the principal's knowledge of quality children's literature, which was seen as being Important

versus Absolutely Essential. It appears participants viewed other literacy areas as being more critical for the principal to have in their knowledge base. It may also indicate that the principal does not often have the opportunity or time to share their knowledge of children's literature with groups within the school so participants are not exposed to either the principals' knowledge or lack of knowledge in this literacy area. The second literacy area perceived as Important versus Absolutely Essential was knowledge of current researchers, experts, and thinkers in literacy instruction and curriculum. Participants perceived it was Absolutely Essential for the principal to know what the current thinking and research concerning best practices in literacy instruction, but did not appear as concerned about the principal knowing who did the thinking and research.

As far as responsibility for the areas of literacy knowledge and its use, it was clear from participant's responses, while the principal must be involved, perceptions were responsibility lies most with the teacher or with both teacher and principal equally. The shared responsibility supported through participants' perceptions in this research study appears key to the establishment of the partnership and teaming between teacher and principal needed when planning and implementing literacy curriculum and instruction. These results also appear to support the need for the principal to be able to share leadership with teachers when developing and implementing literacy curriculum and instruction. This is in agreement with Killian (Killian, 2009) who supports the principal's building leadership capacity within the faculty "eliciting a high level of commitment and professionalism from teachers" (p.345). Booth and Roswell (Booth, 2007) also supports building teacher leadership capacity through teaming with teachers. A recent comprehensive study on leadership (Louis,

2010; Samuels, 2010) linked student achievement to the leadership teaming between teachers and principals saying this needs to happen in order to improve student achievement. “Collective leadership (between teachers and principals) has a stronger influence on student achievement than an individual leadership” (Louis, 2010).

Not only was this study designed to discover the importance of areas of the principal’s literacy knowledge base, but also to discover the importance of how the principal uses the areas of knowledge and with whom within the school setting. Once again participants viewed the importance of the principal’s use of the identified areas of literacy knowledge as Absolutely Essential especially with school faculty. Participants perceived the use of four literacy areas as being Absolutely Essential for principals.

These areas included the principal’s ability to:

1. Facilitate change in literacy curriculum and instruction (M=1.29)
2. Share knowledge of district language arts literacy curriculum when planning and working with teachers (M=1.35)
3. Share knowledge of characteristics of effective literacy environments and schedules when planning and working with teachers (M=1.35)
4. Share knowledge of literacy instructional models when giving observation feedback to teachers (M=1.42)

Having a vision and facilitating change have been established as leadership qualities for aspiring principals through ISLLC (Appendix A) and ELCC (Appendix B) standards. It was not surprising the study’s participants considered this area or skill as Absolutely Essential for principals as literacy instructional leaders. Since principals in their administrative capacity are primarily responsible for observing, giving feedback, and

evaluating teachers, it is also not surprising using the four areas as described with teachers were viewed by the study's participants as being absolutely essential. It has been suggested (R. DuFour, 2002) that the principal in the role of instructional leader become the "lead learner" within the school. Through participant's perceptions it appears the principal is expected to be present with teachers and possibly even lead ongoing professional development concerning literacy instruction and curriculum as part of their role of instructional leader within the school.

The principal's ability to use areas of their literacy knowledge with parents, while not Absolutely Essential, was perceived to be Very Important. Teachers are primarily responsible for meeting and working with the parents/guardians of the students in their classroom. However, the principal, having high visibility within the school community, often takes the lead with larger, cross-school groups of parents so it is not surprising that participants perceived it Very Important that the principal be able to use and share areas of literacy knowledge with this school constituent group. This also appears to support one of Sanacore's (Sanacore, 1996) guidelines for principals for successful reading leadership, which is to involve parents in their children's literacy learning.

While seen as less important, study participants perceived it was still Very Important to Important for principals to be able to share areas of their literacy knowledge with children. This is the one group where it was deemed more important for the principal to share their knowledge of quality children's literature. Principals modeling a love of reading and being able to talk to children about what they are reading is supported through the CLI (Initiative, 2001a) initiative.

CONCLUSIONS

Literacy is seen as a basic right in the United States and a key to every student's success (Fullan, 2007). Public schools and the educators who work in public and private schools across the nation are held accountable for this basic literacy right through both state (P.L.221) and national legislation (NCLB). Even with the focus and pressure put on schools through these legislative efforts improvement in student achievement in the area of literacy in the past ten years has been marginal at best (R. Allington, L., 2006; Rampey, 2009). Never has the pressure been so great on educators to put together the necessary programmatic and instructional components needed to support students' acquisition of literacy skills.

In order for students in public schools to be able to achieve their "key to success" through literacy, it is important that the educators who work with them on a daily basis be as knowledgeable about the instructional strategies and curriculum that will lead to this success. Principals are among this group of educators and a "literacy principal" supports student achievement through leadership skills, coordinated curriculum, and teachers' best instructional practices (Booth, 2007). As part of this, principals need to be committed and enthusiastic in their support of literacy initiatives, as well as continue to build their knowledge and experience base in order to successfully support building-wide reform (Biancarosa, 2004). Literacy and leadership experts have theorized and researched what knowledge and skill set principals need to have in order to be "effective" instructional leaders. Looking through the lens of educators, elementary teachers, LCS, and principals, who work together within public schools, this study's purpose was to add to

the research in defining the importance of the areas of literacy knowledge principals' need, and responsibility for and use of this literacy knowledge by principals.

Team effort among principals and teachers and the principals' ability to increase student achievement in literacy, as well as other content areas, has been the focus of many experts and researchers (R. Allington, L., 2006; Booth, 2007; Lambert, 2003; Louis, 2010). In order to work as a team it seemed critical to identify perceptions/expectations members of the team as identified in this study (teachers, LCS, and principals) had concerning the importance of areas of literacy knowledge the principal needs to support literacy instruction, as well as the responsibility for and use of this knowledge. It was important to not only gain insight about what each educator groups' perceptions were, but also to compare each groups' perceptions with the others, to see what similarities and difference existed. The reasoning for this was, similarities in perceptions would possibly lead to a better working relationship between groups, whereas differences may lead to problems that would interfere with the teaming between groups.

A conclusion reached through this study was it is absolutely essential that the principal have a broad knowledge of areas of literacy in order to effectively support and work with teachers to improve student literacy achievement. It is significant, as discovered from the perceptions of participants through this research, to note that some areas of literacy appear to have more importance than other areas literacy knowledge and should possibly be focused on more heavily by principals, faculty in educational leadership programs, and in professional development opportunities within school districts. Attention to the principal's knowledge of the school district's language arts/literacy curriculum, ways to facilitate change in literacy curriculum and instruction,

school classroom schedules and environments supportive of effective literacy instruction, and current thinking and research in literacy instruction would all be areas to focus on for aspiring, as well as practicing principals. In addition to these areas, knowledge of components of literacy instructional models, and collecting and analyzing student literacy data are also seen not only by the author of this study, but other experts and researchers (Booth, 2007; Initiative, 2001a; Louis, 2010) in the leadership and literacy field as being critical components of the principals' knowledge and expertise. "A literacy principal must have a good literacy action plan for a successful school-wide literacy initiative" (Lofton, 2009). This plan needs to be data-based, which supports the conclusion that it is absolutely essential for principals to be able to understand how to collect and analyze data to improve school programs and ultimately student achievement (Louis, 2010).

Not only is it essential for principals to have a broad literacy knowledge base, but it is also essential for principals to be able use this knowledge in various capacities with teachers, parents and children. In a recent leadership study (Louis, 2010) the researchers point to the "collective leadership" need to improve student learning. All the constituent groups mentioned above are a part of this "collective leadership" and it is important for the principal to motivate and support building leadership capacity of these groups through use of his/her literacy knowledge, recognition of the expertise of teachers, and shared responsibility for instruction and programs within the school. "When principals and teachers share leadership, teachers' working relationships are stronger and student achievement is higher" (Louis, 2010). There was mostly agreement with a few small significant differences among teachers, LCS, and principals in this research study with regards to that the twelve literacy areas identified. Most participant groups rated

responsibility for the twelve areas as being between the responsibility of mostly the teacher to the responsibility of both the teacher and principal equally. This is significant in supporting the need for a collective or shared leadership, among teachers and principals within the school, focused on improving instruction, curriculum, and programs leading to higher student learning and achievement.

While it is important for the principal to have a broad literacy knowledge base, as this study found, it is absolutely essential for him/ her to be able to use this knowledge in various capacities within the day-to-day operations of the school. This includes providing on-going professional development for the staff, including the principal. This does not mean that the principal must be the one to provide the staff development all or even part of the time, but that the principal has the literacy knowledge background to recognize the expertise in members of the staff or the knowledge of resources and consultants outside of the school to bring in and address perceived curriculum, instructional, and motivational needs within the school. Through the principals' and teachers' understanding and use of student literacy achievement data collection and analysis these needs may be focused and result in improved student learning (Booth, 2007; Initiative, 2001a; Louis, 2010). The principal needs to be present at all staff development opportunities and needs to act as motivator and cheerleader. "School leaders have an impact on student achievement primarily through their influence on teachers' motivation and working conditions;" (Louis, 2010).

Finally a purpose and one of the research questions of this study were to see what similarities and differences may exist in the group perceptions relating to the first two research questions on the importance of areas of literacy knowledge areas, responsibility

for, and use of this knowledge by the principal. The perceptions of the participants appeared to be more similar than different for all literacy areas identified. The principals appeared to see themselves as more responsible overall for all literacy areas, but the difference was really not significant. Non-permanent teachers perceptions tended to be that areas of literacy knowledge and the principal's responsibility for that knowledge was not quite as important as the principals and LCS' perceptions indicated, but, overall, these differences were not significant. With the similarities of perceptions in all three groups uncovered in this study, barriers due to differences in expectations do not appear to exist to the possible working/teaming relationship between or within the groups. However, the culture, literacy knowledge skill base, as well as the leadership capacity of the educator groups represented within each school will dictate how the groups are able to work together to solve the problems and issues they are faced with in working to improve student learning.

RECOMMENDATIONS

This study focused perceptions of Indiana public school elementary non-permanent teachers, Literacy Curriculum Specialists, and principals on the importance of areas of literacy knowledge principals need in order to support effective literacy instructional programs. The study also focused on the three groups' perceptions of the responsibility for, and importance of the principal's use of these areas of literacy knowledge. While other researchers and experts have studied and/or reported on either teachers', principals', or LCS' perceptions focusing on the principals' literacy knowledge base, no study was found where all three distinct group', (especially non-permanent teachers) perceptions were gathered and compared on this topic. Several other research

studies (Lofton, 2009; E. Murphy, S., 2004) recommended teachers perceptions be measured and compared with principals. In this respect and through the broad nature of the focus which includes not only importance of areas of the principals' literacy knowledge, but also the responsibility for, and use of this literacy knowledge by the principal this study adds to the body of literature on literacy leadership and provides some direction for further research. The following recommendations for use of this information and future research are:

1. Since comparative studies of educator' perceptions on the topic of this literacy leadership are minimal, this research could be replicated and additional research may be done with the same groups of educators in other states, to affirm the findings and conclusions of the current study.
2. While demographic data of school and participant background was not used in the data analysis to address the purposes and research questions of this study, it may be valuable to see if there are differences in educator perceptions based on years of experience, teacher/administrator preparation, type of school, or location of school. Further research in this area may be valuable.
3. With the importance placed on the literacy knowledge areas identified in this study, as well as other research, it may be important for research to be done on principal training programs to see how aspiring principals are being prepared to become "literacy leaders", as well as building leadership capacity among stakeholders within the school.
4. Research on the literacy knowledge base aspiring principals may have before they enter principal training programs would be beneficial in developing and

implementing future educational leadership programs. There can be no assumptions that aspiring principals already have this literacy knowledge prior to entering a principal preparation program and on-the-job training may not be good enough in this day of high stakes testing and accountability with regards to student achievement in the area of literacy.

5. This study found the importance of the areas of literacy knowledge principals need to support effective literacy instruction. How principals learn about literacy instructional programs, strategies, methods, and curriculum was not addressed. Principals have limited time and resources for staff development. Additional research on the types of staff development and possible delivery systems that may be effective and efficient for principals is recommended.
6. Results of this study and other research supporting the literacy knowledge base building administrators need to have and use to lead effective instructional programs should be shared with state departments of education in order to provide justification for knowledge and standards-based licensure for school administrators.
7. Since much of the research found and discovered through this study points to the responsibility and leadership capacity of teachers when it comes to literacy, it would seem important to research how schools of education are addressing this need within their initial licensing and graduate education programs. Is there a also need for graduate programs focused on teacher leaders?

8. This study did not address how the principal's knowledge or lack of knowledge of the areas of literacy identified may affect student achievement. Further research in this area may be valuable.

Research has indicated the importance of the principal in the role of instructional leader. Furthermore, a case for the principal as a literacy instructional leader has been verified through research. "When strong leadership is coupled with a focus on literacy initiatives, student achievement can be positively impacted. (Lofton, 2009) Ultimately this is our educator goal, to give students the keys to success through literacy. This study has shown the importance of the principals' literacy knowledge, as well as responsibility for and use of this knowledge as seen through the lenses of three distinct groups of educators. We need knowledgeable and skillful school administrators who are able to build leadership capacity with faculty, parents, and students towards the end of going beyond the basics, creating thoughtful, critical readers, writers, and thinkers for the future.

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APPENDICES

APPENDIX A: ISLLC 2008 STANDARDS

The 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards were revised by the National Policy Board For Educational Administration (NPBEA) and ISLLC steering committee. The standards for principal preparation graduate programs and principal licensure are:

Standard 1 - An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2 - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3 - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4 – An education leader promotes the success of every student by collaborating with faculty and community member, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 – An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6 – An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context ((CCSSO), 2008)

APPENDIX B: ELCC STANDARDS

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

APPENDIX C: IRB COMPLETION CERTIFICATE

Human Participant Protections Education for Research Teams

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Human Participant Protections Education for Research Teams

Completion Certificate

This is to certify that

Barbara Thomas

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 02/12/2006.



This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research;
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants;
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process;
- a description of guidelines for the protection of special populations in research;
- a definition of informed consent and components necessary for a valid consent;
- a description of the role of the IRB in the research process;
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

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APPENDIX D: BALL STATE IRB APPROVAL LETTER



Institutional Review Board

DATE: October 1, 2009

TO: Barbara Thomas

FROM: Ball State University IRB

RE: IRB protocol # 117457-1

TITLE: The Literacy Instructional Leader: Comparing Principals' and Teachers' Perceptions of the Knowledge Base Elementary Principals Need to Lead and Support an Effective Literacy Instructional Program

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: September 30, 2009

The Institutional Review Board reviewed your protocol on September 30, 2009 and has determined the procedures you have proposed are appropriate for exemption under the federal regulations. As such, there will be no further review of your protocol, and you are cleared to proceed with the procedures outlined in your protocol. As an exempt study, there is no requirement for continuing review. Your protocol will remain on file with the IRB as a matter of record.

While your project does not require continuing review, it is the responsibility of the P.I. (and, if applicable, faculty supervisor) to inform the IRB if the procedures presented in this protocol are to be modified or if problems related to human research participants arise in connection with this project. **Any procedural modifications must be evaluated by the IRB before being implemented, as some modifications may change the review status of this project.** Please contact Amy Boos at (765) 285-5034 or akboos@bsu.edu if you are unsure whether your proposed modification requires review or have any questions. Proposed modifications should be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>) for review. Please reference the above IRB protocol number in any communication to the IRB regarding this project.

Reminder: Even though your study is exempt from the relevant federal regulations of the Common Rule (45 CFR 46, subpart A), you and your research team are not exempt from ethical research practices and should therefore employ all protections for your participants and their data which are appropriate to your project.

APPENDIX E: LETTER TO EDUCATORS

February 24, 2010

Dear Elementary Educator,

You possess a wealth of knowledge and relevant perceptions in the area literacy education in the state of Indiana. Through your participation in this survey I am hoping to tap into those perceptions to advance understanding and research in the area of literacy leadership. I am currently a doctoral candidate in the Educational Leadership Program at Ball State University in Muncie, Indiana. I am requesting your participation and assistance in a study entitled:

Literacy and Leadership: Comparing Principals' and Teachers' Perceptions of the Knowledge Base Elementary Principals Need to Lead and Support an Effective Literacy Instructional Program

The purpose of this study is to gather and compare perceptions of three groups of educators. The three subject groups are: elementary principals, non-permanent teachers, and literacy curriculum specialists. The survey will allow these three subject groups to provide their professional perceptions through their responses. Analysis of the data is expected to indicate where Principals may add to and strengthen their literacy leadership skills.

The survey questionnaire is attached to this letter. It is estimated that completion of the survey will take approximately 15 -20 minutes. Participating in this study may benefit you, your school, and your students in the future. A focus of this study is to benefit positive interactions among educators by identifying those key competencies elementary principals should possess to be effective instructional leaders in K-4 literacy. It is hoped that the information gained from this study will be useful for addressing the professional development knowledge base of elementary principals throughout the state of Indiana.

I do not believe this study will involve any risks for you. This survey is directed toward the knowledge base of All Principals and not any one administrator. If you are uncomfortable responding to a question, you may choose not to answer. Please use the enclosed envelope to mail your completed survey back to the researcher.

You will not incur any costs from participating in this study. Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide not to participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you may have otherwise accrued. If you wish to receive a summary report of the completed study, requests may be made by e-mail to bthomas1@iusb.edu, or by phone: 574-258-0878.

To ensure confidentiality to the extent permitted by the law, the following measures will be taken. Information shared by you will be strictly confidential, and only members of our research team will have access to the information provided by you. Numbers randomly assigned will be used for access codes to identify participants and school buildings. Only the research team will have access to the data coding system. Access numbers will only be used when data is being collected through survey responses. All collected data will be kept in a secure location. Names of participants will not be identified. When the results of this study are reported, you and your school will not be named or identified in any way. All electronic and paper versions of the surveys will be destroyed following the completion of the study.

Ball State University is required to maintain the confidentiality of research data and to ensure that research is done in an ethical and legal way, and that participants are treated fairly. For questions about your rights as a research subject, please contact Research Compliance, Office of Academic Research and Sponsored Programs, Ball State University, Muncie, IN 47306. (765) 285-5070, irb@bsu.edu.

For further information about the research survey contact Barbara Thomas, Ed.S. ABD. bthomas1@iusb.edu, or Dr. William Sharp, Professor, Educational Leadership, Teachers College, Ball State University, BSHARP@bsu.edu.

Your participation in this study is greatly appreciated. Thank You!

Principal Investigator

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APPENDIX F: THE SURVEY INSTRUMENT (USPS)

The Literacy Instructional Leader: Comparing Elementary Principals' and Teachers' Perceptions of The Knowledge Base Principals Need to Lead and Support An Effective School-Based Literacy Instructional Program

In filling out this survey take **only** into consideration your general beliefs and perceptions concerning **all** elementary principals' literacy knowledge base, responsibility, and support of literacy instruction. This survey is **NOT** meant as a judgment of a single principal or existing local condition.

1 A. Please mark (X) which category you are in.

____Principal ____Non-Permanent Teacher ____Literacy Curriculum
Specialist or Reading Teacher

Section I: Principals' Literacy Knowledge Base and Support

2. Literacy Research and Best Practice

A. How important is the elementary principal's knowledge of current thinking and research concerning best practices in literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the elementary principal's knowledge of who current researchers, theorists, and thinkers are in the field of literacy curriculum and instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

3. Role of Change Agent in Literacy Curriculum and Instruction

A. How important is the principal's knowledge of ways to facilitate change in the schools literacy curriculum and instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to facilitate change in literacy curriculum and instruction within the school?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share knowledge of ways to facilitate change in the schools literacy curriculum and instruction with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for leading literacy change within the school?

1	2	3	4	5
Teachers		Both		Principal

4. Literacy Instructional Components

A. How important is the principal's knowledge of the components of literacy Instructional models, such as balanced literacy, reading workshop, writing workshop, four block, etc.?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principals' ability to use his/her knowledge of literacy instructional models when observing and giving feedback to teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share knowledge of literacy Instructional programs with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for providing information about literacy instructional programs?

1	2	3	4	5
Teachers		Both		Principal

5. District Language Arts Curriculum

A. How important is it for the principal to have knowledge of the school district's language arts/literacy curriculum?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use his/her knowledge of the school district's language arts/literacy curriculum when planning and working with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share knowledge of the school district's language arts/literacy curriculum with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for assuring the implementation of the school district's language arts/literacy curriculum in the classroom.

1	2	3	4	5
Teachers		Both		Principal

6. Language Arts State Standards and Assessments

A. How important is the principal's knowledge of the language arts state standards and assessment used to determine student mastery?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's use of his/her knowledge of the language arts state standards and assessments in determining student mastery for planning for school-wide improvement?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share his/her knowledge of the language arts state standards and assessment with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for assuring language arts content standards are incorporated into classroom instruction preparing students for state assessments used to determine mastery.

1	2	3	4	5
Teachers		Both		Principal

7. School-Based Assessment

A. How important is the principal's knowledge of school-based assessments (i.e. running records, fluency rate, DIBBLES, writing rubrics, etc.) which may be used to determine student mastery of language arts standards?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use school-based assessments in determining student mastery of language arts standards?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share his/her knowledge of school-based assessments used to determine student mastery of language arts standards with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for assuring school-based assessments are used to determine student progress.

1	2	3	4	5
Teachers		Both		Principal

8. Data Analysis

A. How important is the principal's knowledge of collecting and analyzing student data from a variety of language arts/literacy assessments?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to collect and use data from literacy assessments to determine the future needs and goals of the instructional program?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to collect and use data from literacy assessments to assess student progress?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

D. How important is the principal's ability to share his/her data analysis Knowledge concerning student achievement in the area of literacy with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

E. Who is most responsible for collecting and analyzing data from literacy assessments to determine future needs and goals of the instructional program. and assess student progress.

1	2	3	4	5
Teachers		Both		Principal

F. Who is most responsible for collecting and analyzing data from literacy assessments to assess student progress.

1	2	3	4	5
Teachers		Both		Principal

9. Literacy Classroom Environments and Schedule

A. How important is the principal's knowledge of the characteristics of a positive classroom environment which is supportive of effective literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's knowledge of school and classroom schedules which are supportive of effective literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to use his/her knowledge of the characteristics of an effective literacy classroom environment and schedule when planning and working with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

D. How important is the principal's ability to share knowledge of the characteristics of classroom environment and schedule supportive of effective literacy instruction with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

E. Who is most responsible for setting up the classroom environment for effective literacy instruction.

	1	2	3	4	5
Teachers			Both		Principal

F. Who is most responsible for setting up the daily schedule for effective literacy instruction.

1	2	3	4	5
Teachers		Both		Principal

10. Literacy Instructional Resources

A. How important is the principal's knowledge of resources, both in and out of the school/district, which are available to adequately support effective literacy instruction within the school?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's knowledge of literacy resources, both in and out of the school/district, when identifying and planning professional development with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's use of literacy resources, both in and out of the school/district, when giving a teacher observation feedback to improve literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

D. How important is the principal's ability to share their knowledge of available literacy resources for improving literacy instruction to increase student achievement with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

E. Who is most responsible for finding resources/consultants to improve literacy instruction.

1	2	3	4	5
Teachers		Both		Principal

11. Quality Children's Literature

A. How important is the principal's knowledge of quality children's literature?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use knowledge of quality children's literature when working with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share his/her knowledge and love of children's literature with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

D. Who is most responsible for identifying quality children's literature for use in the school.

1	2	3	4	5
Teachers		Both		Principal

12. Meeting Struggling Readers Needs

A. How important is the principal's knowledge of strategies, and resources used to support struggling readers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principals' ability to use their knowledge of strategies, and resources to help teachers support struggling readers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share their knowledge of programs, strategies, and resources used to support struggling readers with:

Faculty

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Parents

☐ Absolutely Essential ☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important

Children

___ Absolutely Essential ___ Very Important ___ Important ___ Somewhat Important ___ Not Important

D. Who is most responsible for providing strategies, and resources for students who are struggling.

1
Teachers

2

3
Both

4

5
Principal

13. The school Literacy Curriculum Specialist (LCS),
LCS may have another title, i.e. Reading Teacher, Reading Specialist, Curriculum Leader

Does your school have an LCS _____ Yes _____ No
(If your answer to the question above is yes, please answer the following questions.)

A. How important is the principal's knowledge of the job description and role of the school's LCS?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to share his/her knowledge of the job description and role of the LCS in support of their work with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to support the work of the LCS with:
Faculty

___ Absolutely Essential ___ Very Important ___ Important ___ Somewhat Important ___ Not Important

Parents

___ Absolutely Essential ___ Very Important ___ Important ___ Somewhat Important ___ Not Important

Children

___ Absolutely Essential ___ Very Important ___ Important ___ Somewhat Important ___ Not Important

D. Who is most responsible for advocating for the role of the LCS within the school?

1
LCS

2

3
Both

4

5
Principal

14. List any other areas that you perceive to be Important for principals' literacy knowledge base in order to effectively support literacy instruction within the

school. _____

Section II: School Demographics

Please indicate the answer that best describes your school

School Size: ____ 1 – 200 ____ 201 – 400 ____ 401 – 600 ____ 600+

School Designation: ____ Traditional ____ Academy ____ Charter

School Grades: ____ K – 2 ____ K – 3 ____ K – 4 ____ K – 6

School Location (> < population): ____ rural (pop. <3,000) ____ Suburb
____ Small City (<50,000) ____ Urban (>50,000) ____ other -explain _____

SES Population: ____ (<25% poverty) ____ (>25%, but <50%) ____ (>50%)

Does your school receive Title I funds? ____ Yes ____ No

Section III. Principal's/Teacher's Background

Gender: ____ M ____ F

Race: _____

Years of experience in present position: _____ years

On a scale of 1(High) to 5 (low) circle how would you rate your knowledge of teaching reading? 1 2 3 4 5

Section IV – School Reading Program Information

Is your school involved in the Reading First Program? ____ Yes ____ No

Reading Programs/Assessments Currently used in your school (Please check all that apply)

____ Basal Reading Book used

____ Lips-Wilson Phonics

____ Four Block Literacy Program

____ Balanced Literacy Framework

____ Success For All

____ Reading Recovery

____ DIBELS

____ Running Records

____ Renaissance Reading Program

____ Accelerated Reader

____ DRA (Development Reading Assessments)

____ PM (Progress Monitoring)

____ CBA (Curriculum Based Assessments from the adopted 1 arts series)

____ Herman Phonics

____ Lindemood Bell Phonics

On average for grades K – 4 how much time is devoted to literacy instruction within each school day for average to above average students

- ☐ 60 – 90 minutes
- ☐ 90 – 120 minutes
- ☐ 120 +

On average for grades K – 4 how much time is devoted to literacy instruction within each school day for struggling students

- ☐ 60 – 90 minutes
- ☐ 90 – 120 minutes
- ☐ 120 - 150 minutes
- ☐ 150 +

APPENDIX G: CORRESPONDENCE OF SURVEY ITEMS WITH DISSERTATION QUESTIONS

Dissertation Questions	Corresponding Survey Items
1. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the importance of areas of literacy knowledge elementary principals' need to support effective literacy instruction?	1A,B, 2A, 3A, 4A, 5A, 6A, 7A, 8A,B, 9A,B, 10A, 11A, 12A, 13
2. What perceptions do non-permanent teachers, literacy curriculum specialists, and principals have concerning the elementary principal's responsibility for and importance of their use of areas of their literacy knowledge to support curriculum and instruction within the school?	2B,C,D, 3B,C,D, 4B,C,D, 5B,C,D, 6B,C,D, 7B,C,D,E,F, 8C,D,E,F, 9C,D,E, 10B,C,D, 11B,C,D , 12B,C,D
3. What similarities and differences exist between non-permanent teachers, literacy curriculum specialists, and principals' perceptions of the importance of areas of the elementary principal's literacy knowledge base, as well as responsibility for, and use of literacy knowledge areas to support effective curriculum and instruction?	All survey items were used to compare perceptions between all three groups of educators to look for similarities and differences in responses.

APPENDIX H: INTERNET SURVEY

Literacy and Leadership #2

Survey Description

In filling out this survey take only into consideration your general beliefs and perceptions concerning all elementary principals' literacy knowledge base, responsibility, and support of literacy instruction. This survey is NOT meant as a judgment of a single principal or existing local conditions.

Please mark which category you are in.

- ☐ Principal
- ☐ Non-Permanent Teacher
- ☐ Literacy Curriculum Specialist or Reading Teacher

Literacy and Leadership #2

Literacy Research and Best Practice

A. How important is the elementary principal's knowledge of current thinking and research concerning best practices in literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the elementary principal's knowledge of who current researchers, theorists, and thinkers are in the field of literacy curriculum and instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

Literacy and Leadership #2

Role of the Principal as a Change Agent in Literacy Curriculum and Instruction...

A. How important is the principal's knowledge of ways to facilitate change in the schools literacy curriculum and instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to facilitate change in literacy curriculum and instruction within the school?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share knowledge of ways to facilitate change in the schools literacy curriculum and instruction with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for leading literacy change within the school?
(On all rating questions mark where you believe primary responsibility lies.)

	All Teacher	Most Teacher, Some Principal	Both Equally	Most Principal, Some Teacher	Principal
Responsibility is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Literacy Instructional Components

A. How important is the principal's knowledge of the components of literacy Instructional models, such as balanced literacy, reading workshop, writing workshop, four block, etc.?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

B. How important is the principals' ability to use his/her knowledge of literacy instructional models when observing and giving feedback to teachers?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

C. How important is the principal's ability to share knowledge of literacy Instructional programs with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for providing information about literacy instructional programs?

	All teacher	Most teacher, some principal	Both	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

District Language Arts Curriculum

A. How important is it for the principal to have knowledge of the school district's language arts/literacy curriculum?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use his/her knowledge of the school district's language arts/literacy curriculum when planning and working with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share knowledge of the school district's language arts/literacy curriculum with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for assuring the implementation of the school district's language arts/literacy curriculum in the classroom.

	All Teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Language Arts State Standards and Assessments

A. How important is the principal's knowledge of the language arts state standards and assessment used to determine student mastery?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's use of his/her knowledge of the language arts state standards and assessments in determining student mastery for planning for school-wide improvement?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share his/her knowledge of the language arts state standards and assessment with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for assuring language arts content standards are incorporated into classroom instruction preparing students for state assessments used to determine mastery?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

School-Based Assessment

A. How important is the principal's knowledge of school-based assessments (i.e. running records, fluency rate, DIBLES, writing rubrics, etc.) which may be used to determine student mastery of language arts standards?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use school-based assessments in determining student mastery of language arts standards?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's ability to share his/her knowledge of school-based assessments used to determine student mastery of language arts standards with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for assuring school-based assessments are used to determine student progress?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Data Analysis

A. How important is the principal's knowledge of collecting and analyzing student data from a variety of language arts/literacy assessments?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

B. How important is the principal's ability to collect and use data from literacy assessments to determine the future needs and goals of the instructional program?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

C. How important is the principal's ability to collect and use data from literacy assessments to assess student progress?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

D. How important is the principal's ability to share results of data analysis concerning student achievement in the area of literacy with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

E. Who is most responsible for collecting and analyzing data from literacy assessments to determine future needs and goals of the instructional program?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Who is most responsible for collecting and analyzing data from literacy assessments to assess student progress?

	All teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All Principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Literacy Classroom Environments and Schedule

A. How important is the principal's knowledge of the characteristics of a positive classroom environment, which is supportive of effective literacy instruction?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

B. How important is the principal's knowledge of school and classroom schedules which are supportive of effective literacy instruction?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

C. How important is the principal's ability to use his/her knowledge of the characteristics of an effective literacy classroom environment and schedule when planning and working with teachers?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

D. How important is the principal's ability to share knowledge of the characteristics of classroom environment and schedule supportive of effective literacy instruction with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

E. Who is most responsible for setting up the classroom environment for effective literacy instruction?

	All Teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Who is most responsible for setting up the daily schedule for effective literacy instruction?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Literacy Instructional Resources

A. How important is the principal's knowledge of resources, both in and out of the school/district, which are available to adequately support effective literacy instruction within the school?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's knowledge of literacy resources, both in and out of the school/district, when identifying and planning professional development with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

C. How important is the principal's use of literacy resources, both in and out of the school/district, when giving a teacher observation feedback to improve literacy instruction?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

Literacy and Leadership #2

D. How important is the principal's ability to share their knowledge of available literacy resources for improving literacy instruction to increase student achievement with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Who is most responsible for finding resources/consultants to improve literacy instruction?

	All teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Quality Children's Literature

A. How important is the principal's knowledge of quality children's literature?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

B. How important is the principal's ability to use their knowledge of quality children's literature when working with teachers?

- ☐ Absolutely Essential
- ☐ Very Important
- ☐ Important
- ☐ Somewhat Important
- ☐ Not Important

D. How important is the principal's ability to share their knowledge of quality children's literature with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for identifying quality children's literature for use in the school?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

Meeting Struggling Readers Needs

A. How important is the principal's knowledge of strategies, and resources used to support struggling readers?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

B. How important is the principals' ability to share their literacy knowledge of strategies and resources with teachers working with struggling readers?

- ☐ Absolutely Essential
☐ Very Important
☐ Important
☐ Somewhat Important
☐ Not Important

C. How important is the principal's ability to share their knowledge of programs, strategies, and resources used to support struggling readers with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Who is most responsible for finding resources and strategies to support struggling readers?

	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

The school Literacy Curriculum Specialist (LCS)

LCS may have another title, i.e. Reading Teacher, Reading Specialist, Curriculum Leader, Reading Recovery Teacher

Does your school have an LCS?

(If your answer to the question above is yes, please answer the following questions.)

☐ Yes

☐ No

A. How important is the principal's knowledge of the job description and role of the school's LCS?

☐ Absolutely Essential

☐ Very Important

☐ Important

☐ Somewhat Important

☐ Not Important

B. How important is the principal's ability to share his/her knowledge of the job description and role of the LCS in support of their work with teachers?

☐ Absolutely Essential

☐ Very Important

☐ Important

☐ Somewhat Important

☐ Not Important

C. How important is the principal's ability to support the work of the LCS with:

	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

D. Who is most responsible for advocating for the role of the LCS within the school?

	All LCS	Most LCS, some principal	Both equally	Most principal, some LCS	All principal
Responsibility is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

School Demographics

Please indicate the answer that best describes your school.

School size

- ☐ 1 - 200
- ☐ 201 - 400
- ☐ 401 - 600
- ☐ 600+

School grade configuration

- ☐ PK - 4
- ☐ K - 4
- ☐ PK - 5
- ☐ K - 5
- ☐ PK - 6
- ☐ K - 6
- ☐ K - 8

School Designation

- ☐ Traditional
- ☐ Academy
- ☐ Charter
- ☐ Other

School Location (population)

- ☐ Rural (Less than 3,000)
- ☐ Town or Suburb (less than 20,000)
- ☐ Small City (less than 50,000)
- ☐ Urban (greater than 50,000)

Literacy and Leadership #2

Free and reduced lunch percentage

- ☐ Less than 25%
- ☐ More than 25%, but less than 50%
- ☐ More than 50%, but less than 75%
- ☐ More than 75%

Does your school receive Title I funds?

- ☐ Yes
- ☐ No

Literacy and Leadership #2

Principal's/Teacher's/LCS Background

Gender

- ☐ Male
☐ Female

Ethnicity

- ☐ Caucasian
☐ African American
☐ Hispanic
☐ Asian
☐ American Indian
☐ Multiracial
☐ Other

Years of professional education experience

- ☐ 0 - 5 years
☐ 6 - 10 years
☐ 11 - 20 years
☐ 21 - 30 years
☐ 30 +

On the scale below how would you rate your knowledge of teaching reading?

	Low	Moderately low	Moderately high	High
My knowledge is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy and Leadership #2

School Reading Program Information

Is your school involved in the Reading First Program?

☐ Yes

☐ No

Reading Programs/Assessments Currently used in your school (Please check all that apply.)

☐ Basal Reading Book used

☐ Four Block Literacy Program

☐ Balanced Literacy Framework

☐ Success For All

☐ DIBELS

☐ Running Records

☐ Accelerated Reader

☐ Herman Phonics

☐ Curriculum Based Assessments form the adopted language arts series

☐ Lips-Wilson Program

☐ Reading Recovery

☐ DRA (Developmental Reading Assessments)

☐ Renaissance Reading Program

☐ PM (Progress Monitoring)

☐ Lindemood Bell Phonics

On average for grades K - 4 how much time is devoted to literacy instruction within each school day for average to above average students?

☐ 60 - 90 minutes

☐ 91 - 120 minutes

☐ 121 +




Literacy and Leadership #2




On average for grades K - 4 how much time is devoted to literacy instruction within each school day for struggling readers?

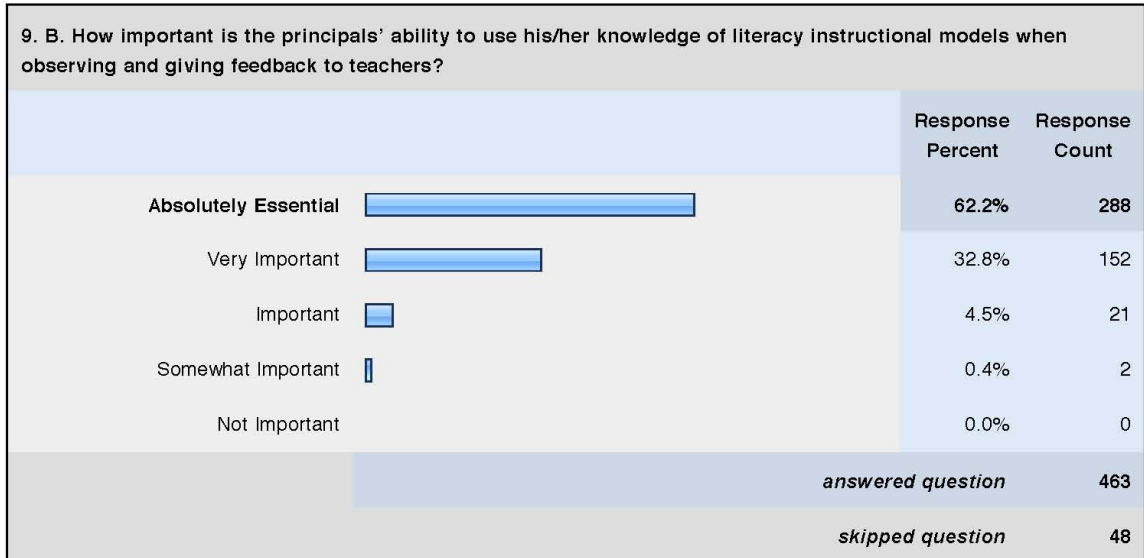
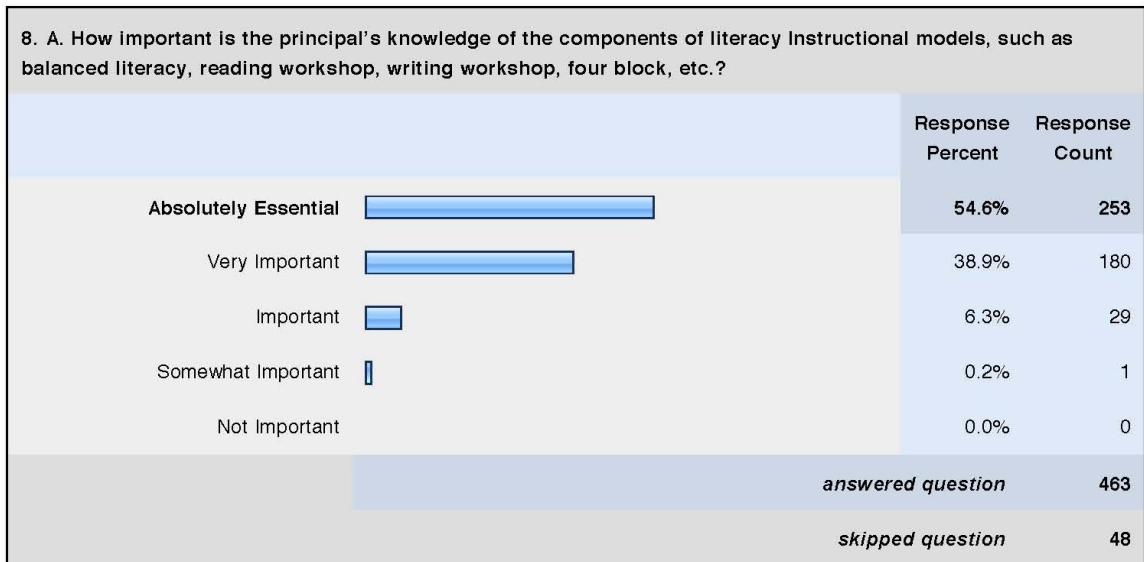
- ☐ 60 - 90 minutes
- ☐ 91 - 120 minutes
- ☐ 121 - 150 minutes
- ☐ 151 +

APPENDIX I: SUMMARY OF DATA FROM ALL RESPONSES

Literacy and Leadership #2

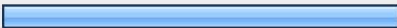


1. Please mark which category you are in.		
	Response Percent	Response Count
Principal 	30.1%	151
Non-Permanent Teacher 	16.9%	85
Literacy Curriculum Specialist or Reading Teacher 	53.0%	266
<i>answered question</i>		502
<i>skipped question</i>		9






2. A. How important is the elementary principal's knowledge of current thinking and research concerning best practices in literacy instruction?		
	Response Percent	Response Count
Absolutely Essential 	65.7%	325
Very Important 	30.9%	153
Important 	3.4%	17
Somewhat Important	0.0%	0
Not Important	0.0%	0
<i>answered question</i>		495
<i>skipped question</i>		16



10. C. How important is the principal's ability to share knowledge of literacy instructional programs with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	64.7% (301)	30.5% (142)	4.7% (22)	0.0% (0)	0.0% (0)	465
Parents	24.4% (113)	50.2% (233)	22.2% (103)	3.2% (15)	0.0% (0)	464
Children	19.5% (90)	33.6% (155)	33.2% (153)	10.4% (48)	3.3% (15)	461
answered question						465
skipped question						46

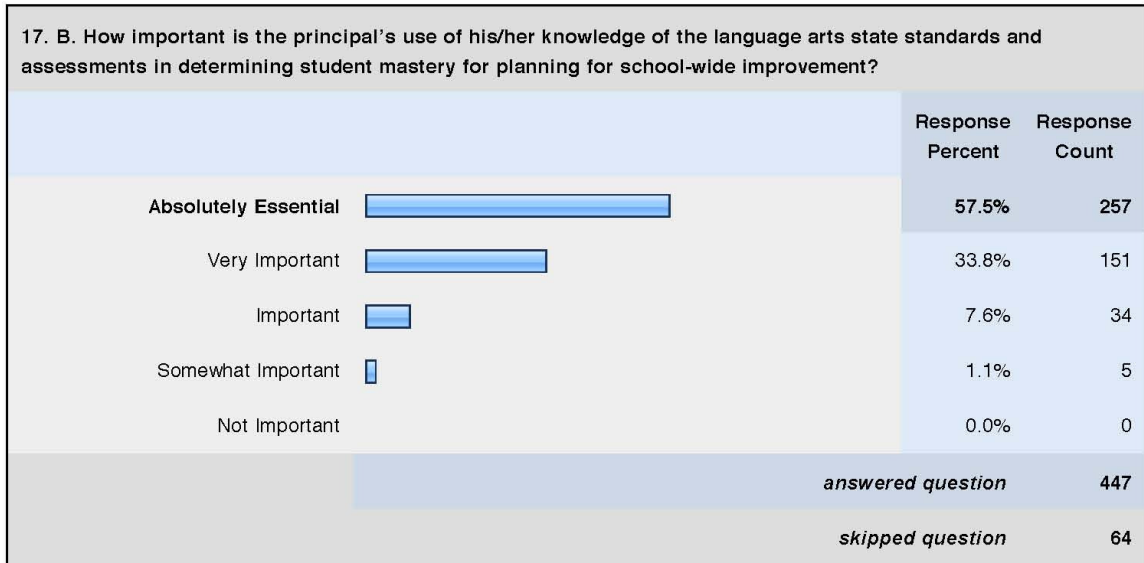
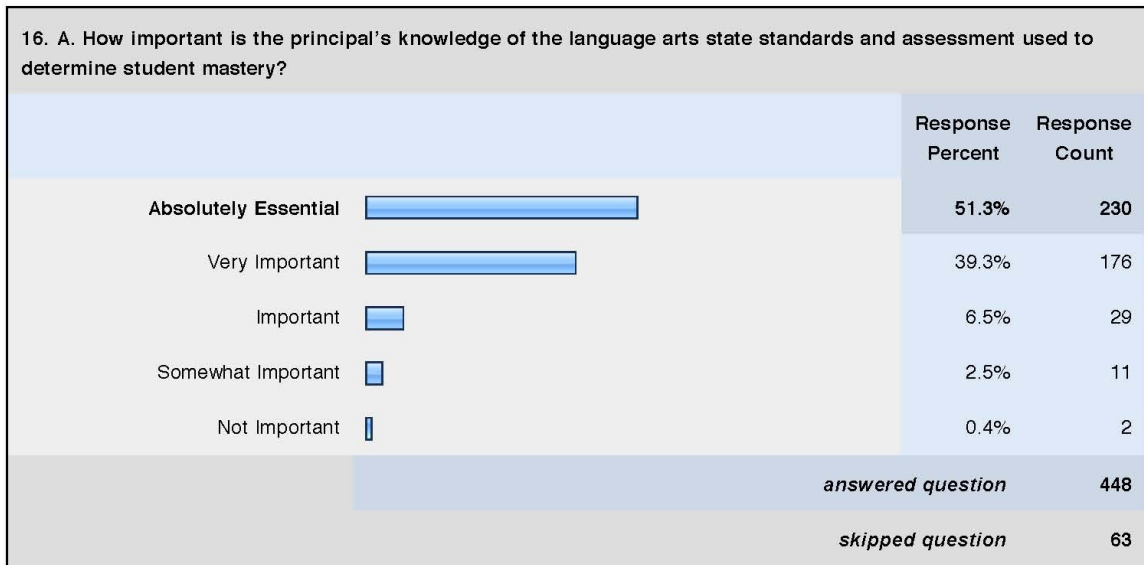
11. D. Who is most responsible for providing information about literacy instructional programs?						
	All teacher	Most teacher, some principal	Both	Most principal, some teacher	All principal	Rating Average
Responsibility is	1.7% (8)	15.6% (72)	61.8% (286)	19.0% (88)	1.9% (9)	3.04
answered question						463
skipped question						48

12. A. How important is it for the principal to have knowledge of the school district's language arts/literacy curriculum?			Response Percent	Response Count
Absolutely Essential			74.7%	340
Very Important			22.2%	101
Important			3.1%	14
Somewhat Important			0.0%	0
Not Important			0.0%	0
answered question				455
skipped question				56

13. B. How important is the principal's ability to use his/her knowledge of the school district's language arts/literacy curriculum when planning and working with teachers?			
		Response Percent	Response Count
Absolutely Essential		69.2%	315
Very Important		26.4%	120
Important		3.5%	16
Somewhat Important		0.7%	3
Not Important		0.2%	1
answered question			455
skipped question			56





14. C. How important is the principal's ability to share knowledge of the school district's language arts/literacy curriculum with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	70.2% (320)	25.4% (116)	4.4% (20)	0.0% (0)	0.0% (0)	456
Parents	28.3% (128)	44.8% (203)	23.2% (105)	3.8% (17)	0.0% (0)	453
Children	19.6% (89)	33.1% (150)	29.6% (134)	12.8% (58)	4.9% (22)	453
answered question						456
skipped question						55






15. D. Who is most responsible for assuring the implementation of the school district's language arts/literacy curriculum in the classroom.							
	All Teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	4.2% (19)	26.8% (122)	49.8% (227)	15.1% (69)	4.2% (19)	2.88	456
answered question							456
skipped question							55



18. C. How important is the principal's ability to share his/her knowledge of the language arts state standards and assessment with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	62.8% (282)	28.1% (126)	8.2% (37)	0.9% (4)	0.0% (0)	449
Parents	28.9% (129)	40.6% (181)	25.1% (112)	4.3% (19)	1.1% (5)	446
Children	18.3% (82)	32.9% (147)	29.5% (132)	14.1% (63)	5.1% (23)	447
answered question						449
skipped question						62

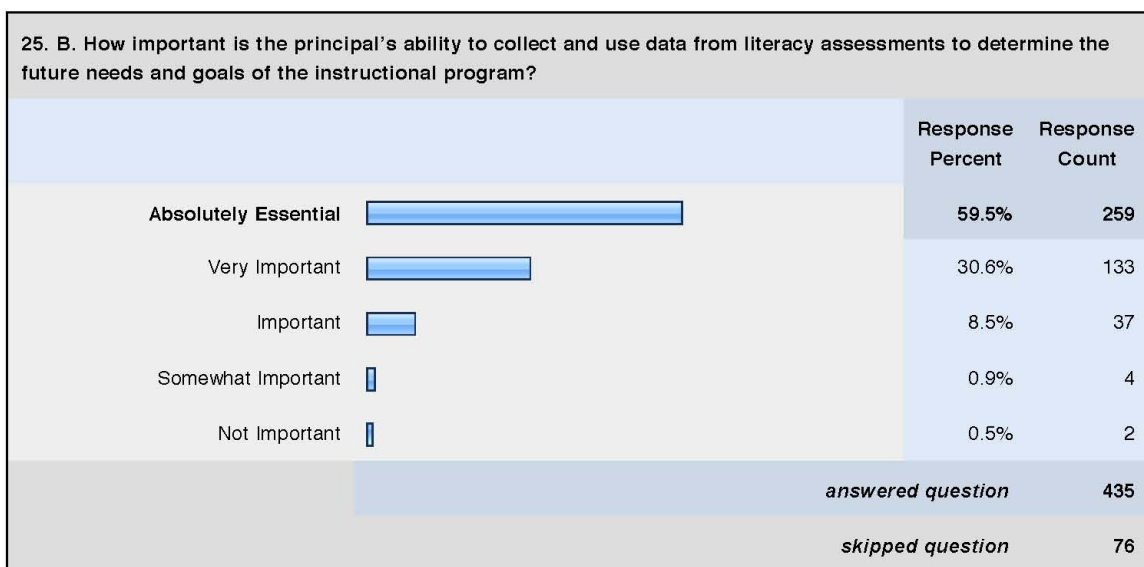
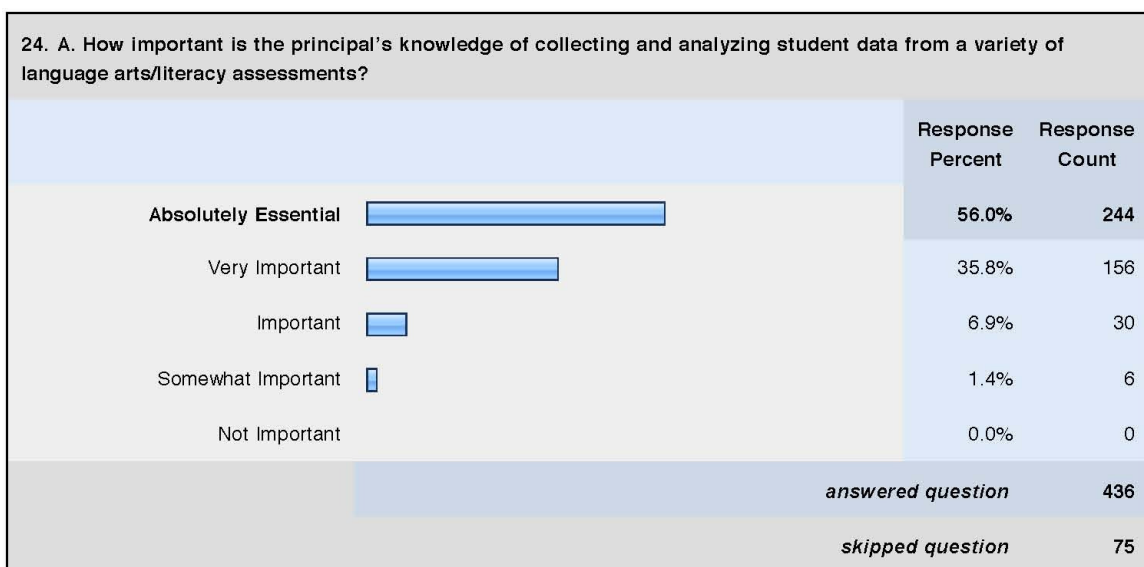
19. D. Who is most responsible for assuring language arts content standards are incorporated into classroom instruction preparing students for state assessments used to determine mastery?						
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average
Responsibility is	6.2% (28)	41.1% (185)	44.0% (198)	7.3% (33)	1.3% (6)	2.56
answered question						450
skipped question						61

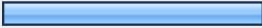
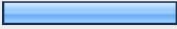



20. A. How important is the principal's knowledge of school-based assessments (i.e. running records, fluency rate, DIBLES, writing rubrics, etc.) which may be used to determine student mastery of language arts standards?			Response Percent	Response Count
Absolutely Essential			52.3%	230
Very Important			37.3%	164
Important			8.4%	37
Somewhat Important			2.0%	9
Not Important			0.0%	0
answered question				440
skipped question				71

21. B. How important is the principal's ability to use school-based assessments in determining student mastery of language arts standards?			Response Percent	Response Count
Absolutely Essential			38.6%	171
Very Important			39.7%	176
Important			15.8%	70
Somewhat Important			4.7%	21
Not Important			1.1%	5
answered question				443
skipped question				68

22. C. How important is the principal's ability to share his/her knowledge of school- based assessments used to determine student mastery of language arts standards with:							Response Count
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important		
Faculty	59.3% (262)	32.1% (142)	6.8% (30)	1.4% (6)	0.5% (2)		442
Parents	28.1% (124)	42.1% (186)	24.7% (109)	3.6% (16)	1.6% (7)		442
Children	19.3% (84)	30.5% (133)	30.5% (133)	14.0% (61)	5.7% (25)		436
answered question							442
skipped question							69

23. D. Who is most responsible for assuring school-based assessments are used to determine student progress?							
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	4.3% (19)	29.9% (132)	50.2% (222)	13.8% (61)	1.8% (8)	2.79	442
answered question							442
skipped question							69

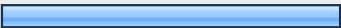





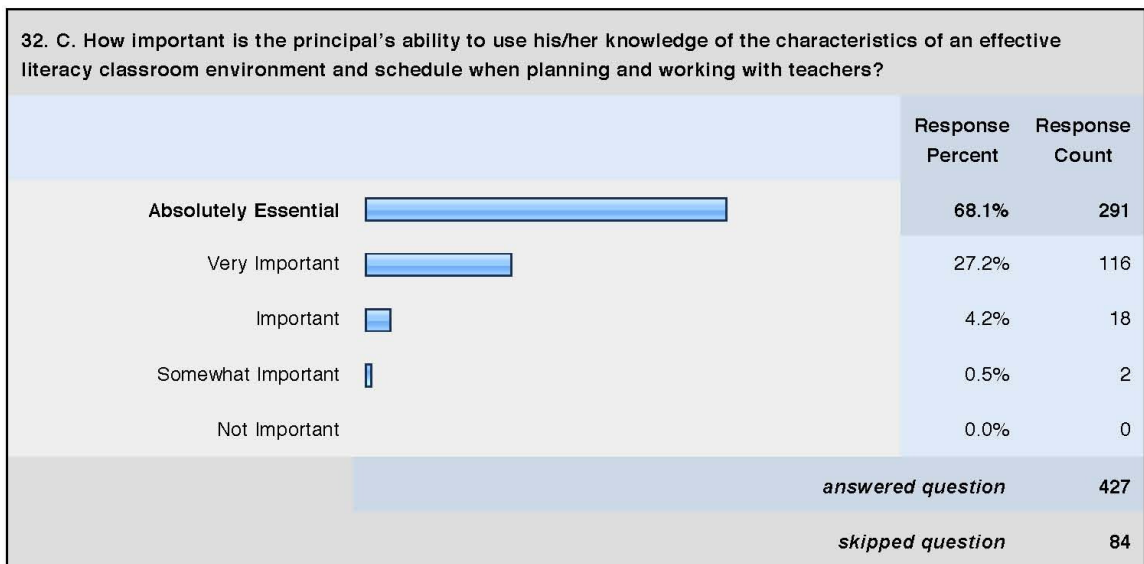
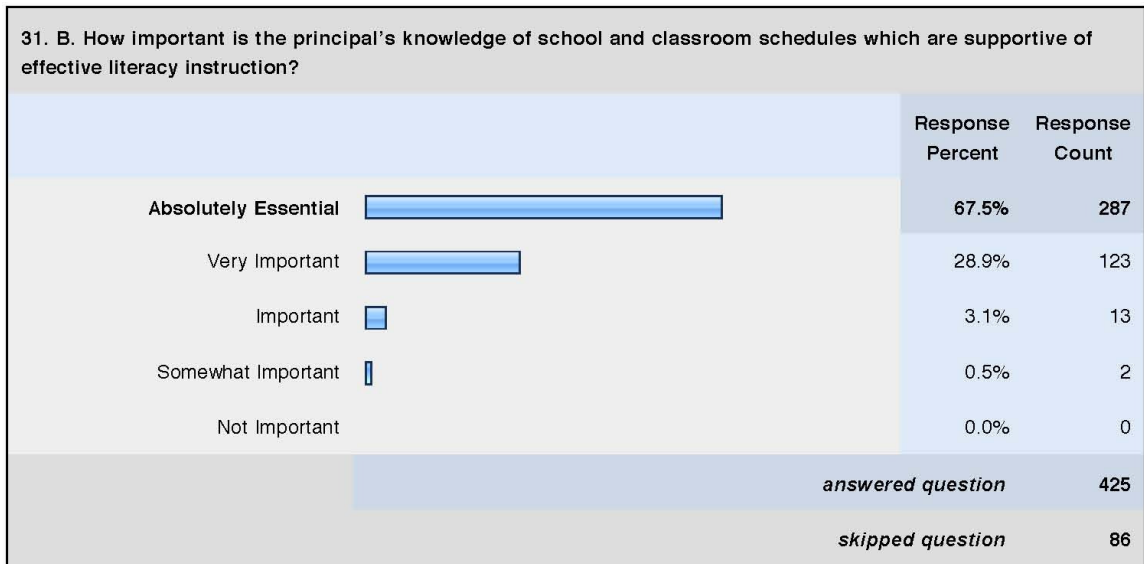
26. C. How important is the principal's ability to collect and use data from literacy assessments to assess student progress?			
		Response Percent	Response Count
Absolutely Essential		48.6%	208
Very Important		32.5%	139
Important		15.4%	66
Somewhat Important		2.6%	11
Not Important		0.9%	4
answered question			428
skipped question			83

27. D. How important is the principal's ability to share results of data analysis concerning student achievement in the area of literacy with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	69.5% (303)	25.0% (109)	5.3% (23)	0.0% (0)	0.2% (1)	436
Parents	34.9% (150)	43.7% (188)	18.1% (78)	2.6% (11)	0.7% (3)	430
Children	22.9% (98)	27.3% (117)	29.9% (128)	14.5% (62)	5.4% (23)	428
answered question						437
skipped question						74

28. E. Who is most responsible for collecting and analyzing data from literacy assessments to determine future needs and goals of the instructional program?							
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	4.8% (21)	28.4% (123)	51.3% (222)	13.4% (58)	2.1% (9)	2.79	433
answered question							433
skipped question							78

29. F. Who is most responsible for collecting and analyzing data from literacy assessments to assess student progress?							
	All teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All Principal	Rating Average	Response Count
Responsibility is	11.9% (52)	47.9% (209)	33.7% (147)	5.5% (24)	0.9% (4)	2.36	436
answered question							436
skipped question							75

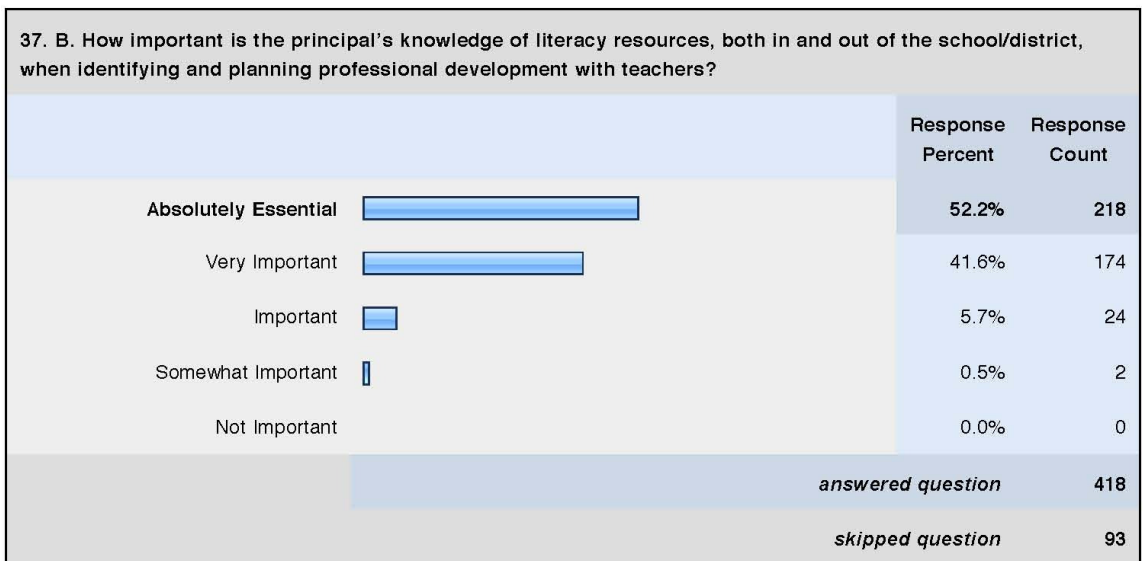
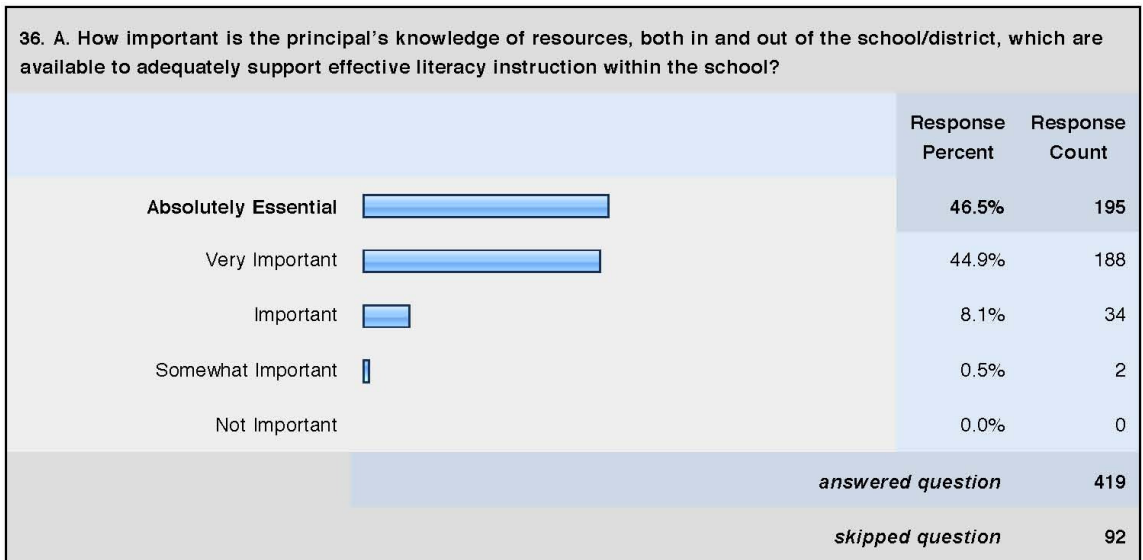
30. A. How important is the principal's knowledge of the characteristics of a positive classroom environment, which is supportive of effective literacy instruction?			Response Percent	Response Count
Absolutely Essential			64.1%	271
Very Important			31.4%	133
Important			4.0%	17
Somewhat Important			0.5%	2
Not Important			0.0%	0
answered question				423
skipped question				88







33. D. How important is the principal's ability to share knowledge of the characteristics of classroom environment and schedule supportive of effective literacy instruction with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	68.2% (290)	27.8% (118)	3.3% (14)	0.7% (3)	0.0% (0)	425
Parents	21.2% (90)	40.6% (172)	27.6% (117)	8.7% (37)	1.9% (8)	424
Children	16.9% (71)	28.5% (120)	33.7% (142)	13.8% (58)	7.1% (30)	421
answered question						426
skipped question						85

34. E. Who is most responsible for setting up the classroom environment for effective literacy instruction?							
	All Teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	27.5% (116)	55.2% (233)	15.9% (67)	1.4% (6)	0.0% (0)	1.91	422
answered question							422
skipped question							89

35. F. Who is most responsible for setting up the daily schedule for effective literacy instruction?							
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	15.6% (66)	42.7% (181)	28.3% (120)	12.0% (51)	1.4% (6)	2.41	424
answered question							424
skipped question							87







38. C. How important is the principal's use of literacy resources, both in and out of the school/district, when giving a teacher observation feedback to improve literacy instruction?			Response Percent	Response Count
Absolutely Essential			48.4%	202
Very Important			40.8%	170
Important			8.6%	36
Somewhat Important			2.2%	9
Not Important			0.0%	0
answered question				417
skipped question				94





39. D. How important is the principal's ability to share their knowledge of available literacy resources for improving literacy instruction to increase student achievement with:							Response Count
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important		
Faculty	57.7% (243)	34.2% (144)	7.6% (32)	0.5% (2)	0.0% (0)		421
Parents	22.6% (94)	38.5% (160)	26.7% (111)	9.9% (41)	2.4% (10)		416
Children	14.1% (59)	29.0% (121)	26.9% (112)	16.5% (69)	13.4% (56)		417
answered question							421
skipped question							90

40. E. Who is most responsible for finding resources/consultants to improve literacy instruction?							
	All teacher	Most teacher, some principal	Both Equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	0.7% (3)	9.2% (39)	42.4% (179)	42.7% (180)	5.0% (21)	3.42	422
answered question							422
skipped question							89

43. D. How important is the principal's ability to share their knowledge of quality children's literature with:						
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important	Response Count
Faculty	24.5% (97)	38.6% (153)	28.8% (114)	7.1% (28)	1.0% (4)	396
Parents	14.5% (57)	32.9% (129)	39.3% (154)	10.5% (41)	2.8% (11)	392
Children	14.9% (58)	31.4% (122)	34.2% (133)	14.7% (57)	4.9% (19)	389
<i>answered question</i>						396
<i>skipped question</i>						115



44. D. Who is most responsible for identifying quality children's literature for use in the school?							
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	12.9% (51)	48.9% (193)	36.2% (143)	1.8% (7)	0.3% (1)	2.28	395
<i>answered question</i>							395
<i>skipped question</i>							116





45. A. How important is the principal's knowledge of strategies, and resources used to support struggling readers?			
		Response Percent	Response Count
Absolutely Essential		50.9%	208
Very Important		37.9%	155
Important		9.5%	39
Somewhat Important		1.7%	7
Not Important		0.0%	0
<i>answered question</i>			409
<i>skipped question</i>			102






46. B. How important is the principals' ability to share their literacy knowledge of strategies and resources with teachers working with struggling readers?			Response Percent	Response Count
Absolutely Essential			49.9%	206
Very Important			37.8%	156
Important			10.9%	45
Somewhat Important			1.5%	6
Not Important			0.0%	0
<i>answered question</i>				413
<i>skipped question</i>				98

47. C. How important is the principal's ability to share their knowledge of programs, strategies, and resources used to support struggling readers with:							Response Count
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important		
Faculty	57.1% (236)	32.7% (135)	9.0% (37)	1.2% (5)	0.0% (0)		413
Parents	31.6% (129)	46.1% (188)	16.4% (67)	4.9% (20)	1.0% (4)		408
Children	19.8% (80)	35.1% (142)	25.7% (104)	14.9% (60)	4.5% (18)		404
<i>answered question</i>							413
<i>skipped question</i>							98

48. D. Who is most responsible for finding resources and strategies to support struggling readers?							
	All teacher	Most teacher, some principal	Both equally	Most principal, some teacher	All principal	Rating Average	Response Count
Responsibility is	6.8% (28)	34.1% (140)	50.2% (206)	8.5% (35)	0.2% (1)	2.61	410
<i>answered question</i>							410
<i>skipped question</i>							101

49. Does your school have an LCS? (If your answer to the question above is yes, please answer the following questions.)		
	Response Percent	Response Count
Yes 	83.3%	338
No 	16.7%	68
<i>answered question</i>		406
<i>skipped question</i>		105





50. A. How important is the principal's knowledge of the job description and role of the school's LCS?		
	Response Percent	Response Count
Absolutely Essential 	69.3%	250
Very Important 	27.1%	98
Important 	3.3%	12
Somewhat Important 	0.3%	1
Not Important	0.0%	0
<i>answered question</i>		361
<i>skipped question</i>		150








51. B. How important is the principal's ability to share his/her knowledge of the job description and role of the LCS in support of their work with teachers?			Response Percent	Response Count
Absolutely Essential			63.2%	228
Very Important			28.8%	104
Important			6.9%	25
Somewhat Important			0.8%	3
Not Important			0.3%	1
<i>answered question</i>				361
<i>skipped question</i>				150

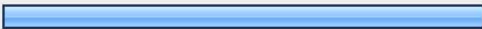



52. C. How important is the principal's ability to support the work of the LCS with:							Response Count
	Absolutely Essential	Very Important	Important	Somewhat Important	Not Important		
Faculty	75.1% (272)	20.7% (75)	3.9% (14)	0.3% (1)	0.0% (0)		362
Parents	39.9% (143)	37.7% (135)	16.2% (58)	5.3% (19)	0.8% (3)		358
Children	33.2% (118)	32.1% (114)	21.7% (77)	9.6% (34)	3.4% (12)		355
<i>answered question</i>							362
<i>skipped question</i>							149




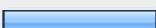
53. D. Who is most responsible for advocating for the role of the LCS within the school?							
	All LCS	Most LCS, some principal	Both equally	Most principal, some LCS	All principal	Rating Average	Response Count
Responsibility is	1.1% (4)	11.6% (42)	57.1% (206)	26.0% (94)	4.2% (15)	3.20	361
<i>answered question</i>							361
<i>skipped question</i>							150

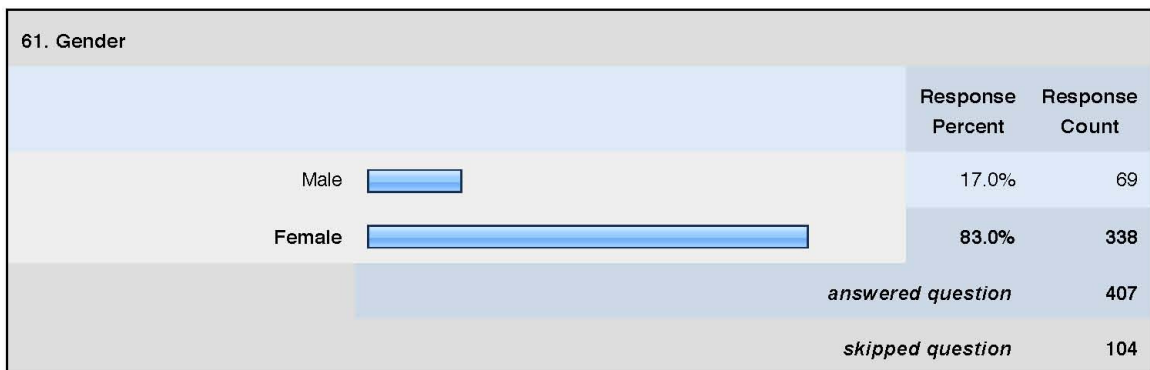
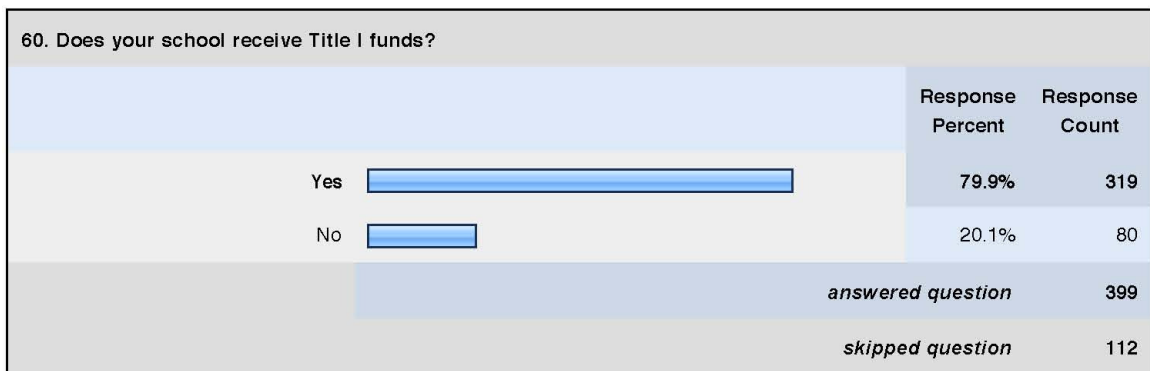
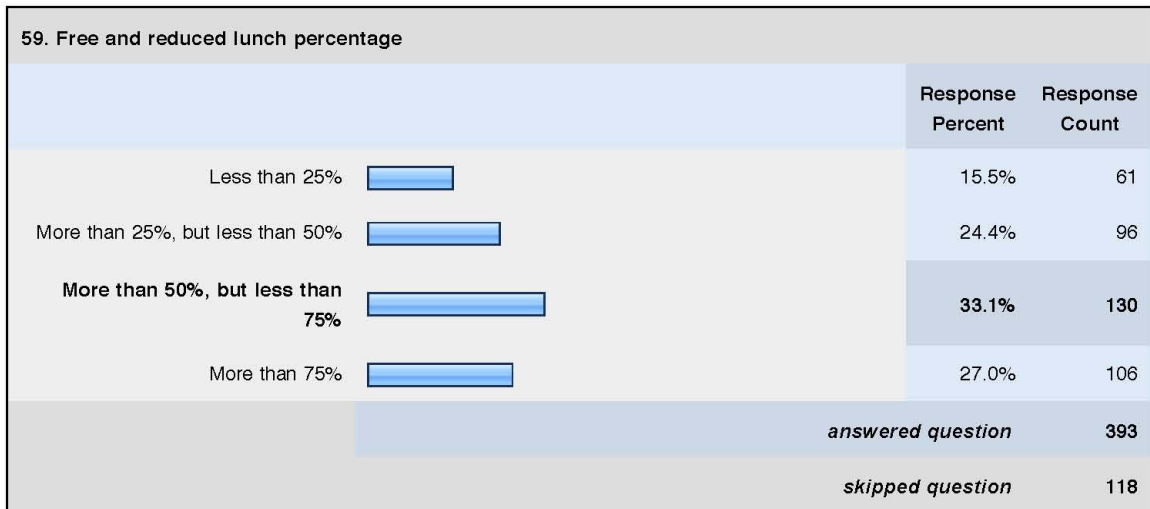
54. List any other areas that you perceive to be important for principals' literacy knowledge base in order to effectively support literacy instruction within the school.	
	Response Count
	81
<i>answered question</i>	81
<i>skipped question</i>	430

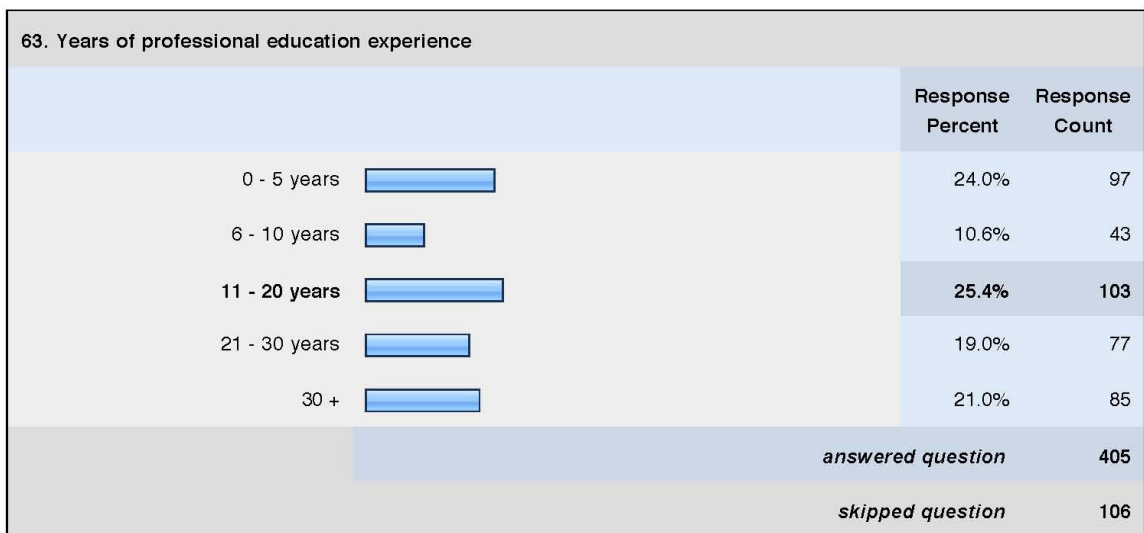
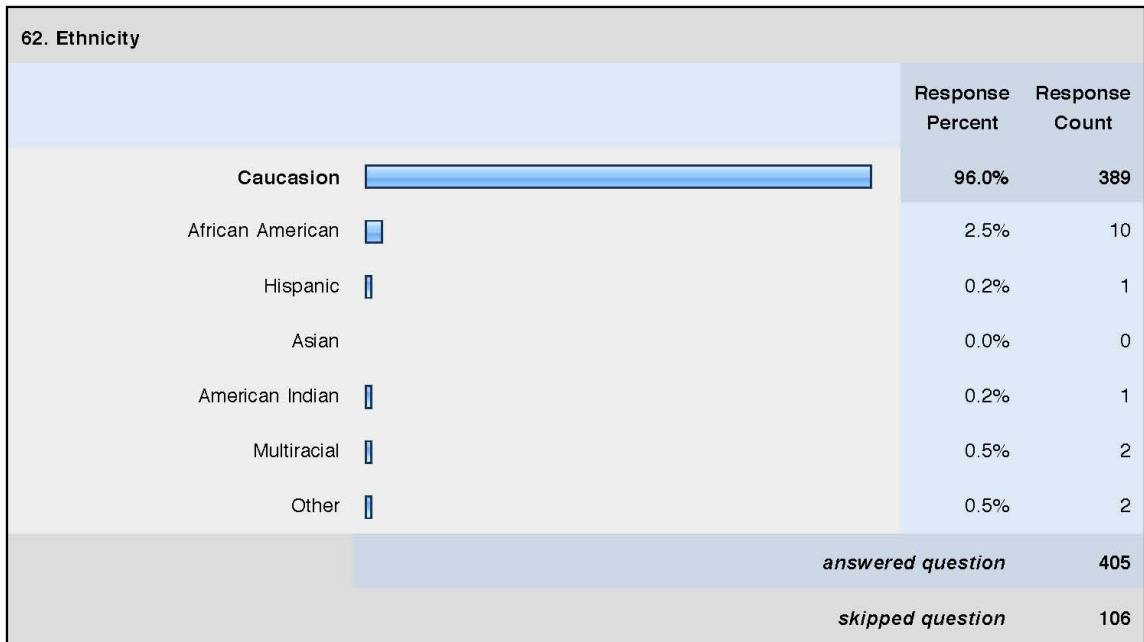
55. School size		
	Response Percent	Response Count
1 - 200 	5.8%	23
201 - 400 	32.8%	131
401 - 600 	45.9%	183
600+ 	15.5%	62
<i>answered question</i>		399
<i>skipped question</i>		112

56. School grade configuration		
	Response Percent	Response Count
PK - 4 	6.2%	24
K - 4 	16.4%	64
PK - 5 	14.1%	55
K - 5 	36.7%	143
PK - 6 	5.4%	21
K - 6 	18.5%	72
K - 8 	2.8%	11
<i>answered question</i>		390
<i>skipped question</i>		121



57. School Designation		
	Response Percent	Response Count
Traditional 	90.7%	361
Academy 	1.5%	6
Charter 	2.8%	11
Other 	5.0%	20
<i>answered question</i>		398
<i>skipped question</i>		113

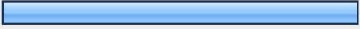
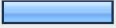







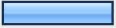

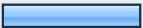

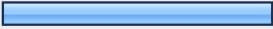

58. School Location (population)		
	Response Percent	Response Count
Rural (Less than 3,000) 	22.8%	91
Town or Suburb (less than 20,000) 	28.3%	113
Small City (less than 50,000) 	20.5%	82
Urban (greater than 50,000) 	28.5%	114
<i>answered question</i>		400
<i>skipped question</i>		111





64. On the scale below how would you rate your knowledge of teaching reading?						
	Low	Moderately low	Moderately high	High	Rating Average	Response Count
My knowledge is	0.5% (2)	5.4% (22)	50.1% (204)	44.0% (179)	3.38	407
answered question						407
skipped question						104

65. Is your school involved in the Reading First Program?			Response Percent	Response Count
Yes			11.2%	44
No			88.8%	349
answered question				393
skipped question				118

66. Reading Programs/Assessments Currently used in your school (Please check all that apply.)			Response Percent	Response Count
Basal Reading Book used			67.2%	268
Four Block Literacy Program			20.3%	81
Balanced Literacy Framework			54.6%	218
Success For All			0.8%	3
DIBELS			69.7%	278
Running Records			77.9%	311
Accelerated Reader			55.1%	220
Herman Phonics			3.8%	15
Curriculum Based Assessments form the adopted language arts series			36.6%	146
Lips-Wilson Program			20.3%	81
Reading Recovery			27.1%	108
DRA (Developmental Reading Assessments)			25.6%	102
Renaissance Reading Program			9.5%	38
PM (Progress Monitoring)			50.9%	203
Lindemood Bell Phonics			9.8%	39
answered question				399
skipped question				112

